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The contribution of using a *Harry Potter* audio fanfic to help a blind student improve her English speaking fluency via online lessons

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y Evaluación del Inglés

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List of acronyms

L2: Second Language
EFL: English as a Foreign Language
WHO: World Health Organisation

Abstract

This action research aims at exploring the contribution of using a *Harry Potter* audio fanfic to help a blind student improve her English speaking fluency via online lessons. A 5-lesson intervention was implemented in which different episodes of a *Harry Potter* fanfic were used. The data was collected through a pre- and a post-intervention test, an analytic rubric, a semi-structured interview, and self-assessment rating scales. They were analysed through quantitative and qualitative techniques, in which descriptive statistics and thematic analysis were used respectively. Findings showed that there was a slight improvement in the participant's English speaking fluency, and her perception towards the use of fanfics as a useful resource to learn English was positive. As a conclusion, the use of fanfics to help a blind student improve her English speaking fluency resulted in a helpful resource in the classroom not only for speaking fluency but also for listening comprehension.

Key words: *blind learner, fanfics, Harry Potter, speaking fluency*

Resumen

Esta investigación-acción busca explorar la contribución de utilizar un audio fanfic para ayudar a una estudiante ciega a mejorar su fluidez oral en inglés a través de clases en línea. Para ello se implementó una intervención de cinco sesiones en las cuales se utilizaron distintos episodios de un fanfic de Harry Potter. A través de la aplicación de una prueba previa y posterior a la intervención, una rúbrica analítica, una entrevista semi estructurada, y autoevaluaciones en forma de escalas de apreciación se obtuvieron resultados, los cuales fueron analizados cuantitativa y cualitativamente. Para ello se utilizó estadística descriptiva y análisis temático, respectivamente. Los resultados mostraron una leve mejora en la fluidez oral de la participante, y su percepción sobre el uso del fanfic como un recurso útil para aprender inglés fue positiva. En conclusión, el uso del fanfic para ayudar a una estudiante ciega a mejorar su fluidez oral en inglés resultó ser un recurso útil en la sala de clases tanto como para mejorar su fluidez oral como para mejorar su comprensión lectora.

Palabras clave: *estudiante ciega, fanfics, Harry Potter, fluidez oral*

CHAPTER I: INTRODUCTION

1.1. Background information

It is important to differentiate between visually impaired and blind people. Visually impairment is “a decrease in the ability to see to a certain degree that causes problems not fixable by usual means, such as glasses”; whereas blindness is “the state of being unable to see due to injury, disease or genetic condition” (Industries for the blind and visually impaired, n.d.).

Globally, blind people have been neglected in their different social, educational, and working contexts. Regarding education, there are guidelines on how to include blind students in mainstream classrooms. However, it is the teacher’s responsibility to find strategies, methodologies, and resources so blind students learn in the same level as sighted students do.

In Chile, English has become an important skill to learn as undoubtedly it is nowadays a global language. According to the British Council (2013), a quarter of the total world’s population speaks English. It is stated to be the language of communications, science, IT, business, entertainment, and diplomacy. In addition, it is a technical skill that is highly valued among different areas. Thus, English is taught as a foreign language at different schools. Moreover, due to the pandemic context, online classes became popular and a practical way to learn.

1.2. Problem identification

Currently, in Chile, there is no guidance on how to teach English to blind people. There are some suggestions from the Ministry of Education focused on schools that work with children with special educational needs and disabilities, especially for early years, such as “Guía de apoyo técnico-pedagógico: necesidades educativas especiales en el nivel de educación parvularia” (2007) [Technical and pedagogical guidance on special needs at pre-school education] and “Orientaciones para escuelas especiales que educan a estudiantes con discapacidad, discapacidad múltiple y sordoceguera” (2019) [Guidelines for special needs school that teach students with disabilities, multiple disabilities, and blindness and deafness]. However, they are not focused on teaching English as a foreign language.

According to Estudio Nacional de Inglés (2017), only 32% of Chilean students reached an elementary or intermediate level of English. Based on the lack of guidelines to teach English to blind students, it is highly likely that blind students have a lower level of English than sighted students do.

1.3. Aims

General objective:

- To explore the contribution of using a *Harry Potter* audio fanfic to help a blind student improve her English speaking fluency via online lessons.

Specific objectives:

- SO1: to identify the improvement made by a *Harry Potter* fanfic to develop the participant’s speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.

- SO2: To describe the participant's perception towards the ongoing and final contribution of using a *Harry Potter* audio fanfic to improve her English speaking fluency.

CHAPTER II: THEORETICAL FRAMEWORK

2.1. The concept of blindness

According to the International Classification of Functioning, Disability and Health (ICF), disability is “an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between a person’s health condition(s) and the individual’s contextual factors” (p. 3). Added to that, impairments entail “the problems in body function and structure such as significant deviation or loss” (p. 3). In Chile, 16.7% people suffer from disabilities, with 20.3% being women and 12.9% being men (the second Estudio Nacional de Discapacidad, 2015). These results show that there has been an increase in the amount of people with disabilities throughout time in comparison to the first Estudio Nacional de Discapacidad (2004), in which 12.9% of the Chilean population suffered from disabilities.

The focus of this action research is on people with blindness. According to the American Foundation for the Blind (n.d.), “visually impaired people” is a classification that describes visual function from low vision to total blindness. Totally blind means that the person has complete vision loss. Their eyes are not able to process images, and they learn through nonvisual resources, including Braille (Aryanti, 2014). It also entails complete lack of light perception and form perception (American Foundation for the Blind, n.d.).

Additionally, the División de Educación General (2007) from the Ministry of Education (MINEDUC) defines visual impairment as difficulties some people encounter to participate on daily activities due to low or complete loss of visual functions and contextual barriers, such as absence of auditory signals that replace visual information, absence of Braille texts or audios in public libraries, or absence of alternative written systems, among others. Consequently, visual impairment does not depend only on one’s physical or biological characteristics, but it is a condition that arises from the interaction between this impairment and an unfavourable context.

285 million individuals are believed to be visually impaired worldwide, specifically 246 million with low vision and 39 million being blind (He, Nie, Pei, Ji, Jia, Liu, Wan, Ji, Zhang, Zhu, Wang, 2020). In Chile, 11.9% of the population is visually impaired (Ministry of Social Development, 2016 as cited in Educación Diferencial, n.d). In addition, the World Health Organisation (WHO) (2021) states that most people who suffer from vision impairment and blindness are over 50 years old; however, vision loss can affect people of any age, and they can affect people in different ways. On the one hand, young children can experience delayed motor language, emotional, social, and cognitive development, with long-term repercussions. Vision impairment or blindness in children can also lead to decreased levels of academic achievements. On the other hand, globally, visually impaired adults have greater rates of depression and anxiety, as well as lower rates of workforce participation and productivity. They might also experience a feeling of social isolation, difficulties when walking, higher risk of falls and fractures, and an earlier admission to a nursing or care facility.

2.2. Characteristics of visually impaired learners

According to MBoshi (2018), there are educational characteristics of visually impaired people which depend on the extent of visual efficiency of an individual learner. These characteristics are the following:

- intellectual abilities are similar to those of sighted peers.
- they are unable to use sight to assist them in the development of concepts.
- their concept development depends on their tactile experience.
- they are unable to use visual imagery.
- they may display repetitive, stereotyped movement such as rocking or rubbing of eyes.
- they are withdrawn, dependent and are unable to use non-verbal cues.
- they have difficulty using spatial information and visual imagery, and imagery problems with functional implications.
- they have unusual facial behaviours such as squinting, blinking, or frowning while reading or doing close work.
- they are unable to locate or pick up small objects.
- they may have poor eye-hand coordination.
- they have difficulty in writing or are not able to write within the lines.

According to the Australian Disability Clearinghouse on Education and Training (ADCET) (n.d.), visually impaired learners:

- access information in different ways, for example, Braille or audio-recorded texts.
- cannot skim a text and may take several times to read a text.
- are unable to read tests and handouts in standard print or read their own handwriting, or take notes.
- need extra time to carry out different activities and tasks.
- need information in alternative formats. Therefore, they must wait for longer time for the material to be created, which means that they often fall behind.
- might feel isolated in the learning environment, which can lead to a negative impact on the learning process.
- cannot see body language and interactions of other people which might make them feel uncomfortable when participating.
- find difficult to judge when to take a turn or interrupt in a class discussion.

2.3. Challenges blind learners encounter in the classroom

Students who are totally blind encounter different challenges in the classroom. According to Lintangari & Emaliana (2020), blind learners collect information through a compensatory mode, such as tactile or auditory senses. Additionally, Bishop (2004) states that blind learners compensate for visual loss by using haptic, auditory, and olfactory senses. Blind students are at a disadvantage from sighted students but only in the modes of information gathering since blind students possess

the same cognitive structures and operation processes as their sighted peers (Amedi, Noa, Pazit, Rafael, & Ehud, 2003).

In addition, blindness affects development on cognition, language, personal and social adjustment. Regarding cognition development, total vision loss limits the unifying experience of the visual sense delivered innately to sighted learners (Kirk, Gallagher, Coleman & Anastasiow, 2009). Regarding language development, blind learners seem to have difficulties regarding the pragmatic language, such as the ability to use language in social contexts (Verdier, 2018). Furthermore, blind people are slower when forming hypotheses about word meaning compared to sighted people, and they are restricted to comprehend word meaning from their personal experience.

Pratiwi, Lintangari, Rizky & Rahajeng (2018) state that blind students might also encounter difficulties in reading and writing activities since they cannot access reading materials in a printed form, or cannot access to visual concepts such as diagrams, colours, tables, among others. They also struggle when taking notes, summarising, and understanding all lecture materials presented in visual concepts.

2.4. Guidance on how to assist visually impaired learners in the classroom

Lombardi and Rabanal (2014) state that learners with blindness obtain information through auditory and tactile senses, and their learning process is usually slow as they read with Braille system (letter by letter). Therefore, it is necessary to favour their learning process through oral explanations, and realia, and to reduce the quantity of tasks yet without reducing the contents and always maintaining the main learning objective.

According to Educación Inclusiva (2019), analysing and collecting information about each visually impaired learner is important as not all of them suffer from the same degree of vision loss. Once the learner's characteristics are identified, it is essential to develop and implement strategies to support their learning process. Moreover, communication with the learner, the learner's family and the interdisciplinary team is crucial in order to collect all the necessary information to evaluate the different strategies, adjustments, or supports needed.

In addition, there are some specific adjustments that are needed in the classroom to eliminate barriers of learning and participation among students such as the use of Braille and graphics with relief, recordings, software, and screen readers (Educación Inclusiva, 2019).

EDUCREA (n.d) recommends general strategies when working with visually impaired learners in the classroom. Some of them are:

- to establish a personal connection with the learner.
- to reduce one's insecurities in front of the learner.
- to give autonomy to the learner.
- to ask directly about their necessities.

- to always identify oneself when meeting the learner.
- to not avoid words related to vision such as *watch*, *see*, *look* when having a conversation.

It is also highlighted the fact of considering the different channels in which information is gathered on visually impaired learners' contexts. Consequently, it is suggested:

- to use multisensory stimulation.
- to work with real life situations and real objects.
- to verbalise all situations.
- to anticipate possible problems.
- to consider extra time as visually impaired learners need more time to mentally create a concept.
- to strengthen the learner's personal experiences.
- to strengthen the relation among concepts.

2.5 Blind learners and English language learning

Seng (n.d.) suggests some aspects EFL teachers may need to consider when teaching English to blind students. These aspects are as follows:

- understanding degrees of blindness: it is of great importance to know the visual condition of the student, that is, if the person is totally blind, or has some sight on either side. If it is the latter case, this condition should be used to the maximum in class by reading with big prints, for example.
- understanding the background: it is important to consider when and how the student became blind. If a student became blind when they were 9 years old, they will have visual memory and will process information differently from a student who was blind at birth.
- setting up a reader service: an effective and fast way to have reading materials in time is to have volunteers to record passages to blind students
- technological help: blind students can be trained to use the computer, in which they can use text-to-speech and voice recognition software.
- in the classroom: the teacher needs to be more vocal and specific about the words or phrases that appear on the board, including directions, or teachers can emboss diagrams by sticking strings into a cardboard. It is necessary for teachers to be ingenious.
- others: to include real objects, to use talking books and taped dialogues.

Resources for teaching English as a second language to learners with blindness or visual impairment (2022) also recommends resources for teaching English to learners with blindness or visual impairment, such as hands-on materials that they can touch, realia with small objects, and miniatures when the real objects are too big (cars, planes). It is also mentioned that it is essential the access to braille as it is

hard to learn written rules of a language only through listening, and even though the braille code in English may differ from other languages, the blind student should be able to learn the code in English if they are fluent in the braille code in their first language.

De Lotbinière (2012) writes about two teachers who have taught blind students at university in the United States and England. In the article, it is commented by one of the teachers that the first step before teaching blind students is to identify the student's blindness in case there is a possibility to include any texts or visual resources as they need to be prepared in advance. Another recommendation is to get to know the student's preferences and strengths since it is necessary to know, for example, if they prefer to work with braille or audiobooks, or if they have worked with sighted students in a classroom before. Added to that, it is stated that the process of teaching a blind student is very student-centred because teachers create their own teaching materials based on their student's backgrounds and interests. Moreover, it is commented by the other teacher that her teaching involves a lot of repetition for her visually impaired student, but then she realized that this also benefited everyone in the classroom. This teacher also suggests that it is important for the visually impaired student to identify who was in the classroom and where they were sitting. Therefore, she starts every lesson with all her students saying what their favourite food or colour was so the visually impaired student would recognise everyone. This is beneficial for both the visually impaired and the sighted students in the classroom.

Both teachers agree on the benefits of using computer tools and software, but the key to success is listening to the student.

The European Commission (n.d.) created a handbook with a series of education teaching guides to teach foreign languages to blind people. These guides are divided into suitable teaching methodologies and practices, and technologies for inclusive teaching a foreign language.

Regarding teaching methodologies and practices, there are two approaches (or a combination of the two) that a teacher can follow in their lesson. These approaches are:

- to adapt the methods used in the classroom to meet the needs of the blind student.
- to implement a new teaching approach.

When adapting the methods used, there are some techniques that can be used in the existing methodology:

- using the whiteboard: the teacher says out loud what they write on the board and spell new or difficult words

- using pictures or posters: the teacher gives a general description and then more detailed information, using specific terms such as “on the top left”
- knowing how to behave around a blind student: the teacher does not need avoid vision-related verbs such as “watch”, “see” or “look”. They also need to let the student know when they are entering or leaving the classroom, or address the student directly by saying their name
- adapting material: the teacher should adapt the material in an accessible format for the blind student such as braille, digital or audio format.
- replacing pictures with movements and gestures: the teacher should encourage all students to use their bodies, hands and gestures when learning new words to support learning

When implementing a new teaching approach, it is recommended to include these aspects:

- realia
- guiding questions in replacement of pictures presented in a sequence
- hand-on experience
- role playing
- braille flash cards
- real life situations

Concerning technologies for inclusive teaching a foreign language, the following technologies are suggested:

- computers with a screen reader
- computers with a braille display
- reading machines
- online dictionaries
- digital recorders to take notes
- accessible digital games to improve vocabulary and grammar skills
- swell-papers (tactile forms in 3d shapes) to create materials

2.6. Blind learners and auditory resources when learning English

There has been some research (Fansurym, Luftin and Arsyad, 2019; Behjat, Hasanzadeh and Kargar, 2015) on blind learners and the use of auditory resources in the EFL classroom.

Fansury, Lutfin and Arsyad (2019) carried out an action research study to determine the implementation of audio books as teaching media for blind students when learning English in Indonesia. A pre-experimental design was implemented using audiobooks as English teaching media, and a pre-test and a post-test were conducted before and after its implementation. Students also answered a questionnaire regarding their motivation, and the benefits of using audiobooks. At the end of the study, it was concluded that the implementation of audiobooks as

teaching media for blind students in learning English could help students in the learning process. In addition, the implementation of audiobooks increased students' motivation when learning English, they facilitated the learning process, and they were convenient as students had the possibility to study wherever and whenever they wanted.

Behjat, Hasanzadeh & Kargar (2015) also conducted a research action study in Iran to explore the effect of using English songs along with embossed flashcards to teach vocabulary to visually impaired students. English songs and embossed flashcards were implemented to teach English vocabulary instead of Braille resources or listening to the teacher. It was concluded that there was a positive effect, and visually impaired learners provided positive feedback towards using English songs. In addition, class observation showed that listening to songs and working with embossed flashcards made students more active in the EFL classroom.

2.7. Speaking fluency

Different authors (Nation, 1991; Bailey, 2005; Segalowitz, 2010) have defined fluency in speaking. Nation (1991) considers fluency as the ability to speak without too much hesitation or too many pauses, which can lead to communication interruptions. More than a decade later, Bailey (2005) states that fluency is “the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community” (p.5). Five years later, Segalowitz (2010) defines fluency as “how efficiently the speaker is able to mobilize and temporarily integrate, in a nearly simultaneous way, the underlying processes of planning and assembling an utterance in order to perform a communicatively acceptable speech act” (p. 46).

Segalowitz (2010) considers that there are three facets of fluency: cognitive, utterance, and perceived. Cognitive fluency refers to the mental processes that the speaker develops to communicate. Utterance fluency involves speed, breakdown, and repair; and perceived fluency is referred to as the listener's reaction to the linguistic and nonlinguistic characteristics of the speaker's speech. This action research study will refer to utterance fluency, including the following indicators: filled pauses, repetitions, repairs, the use of L1, and speech rate.

In addition, Segalowitz (2010) proposes an explanatory framework for understanding L2 fluency (see Figure 1). It focuses on the cognitive processing that underpins fluency and disfluency manifestations, as well as how social context may influence fluency acquisition. Furthermore, it is stated that cognition and utterance fluency must be considered in the context of social communication in order to account for the pragmatic and sociolinguistic aspects of communication in influencing L2 fluency development.

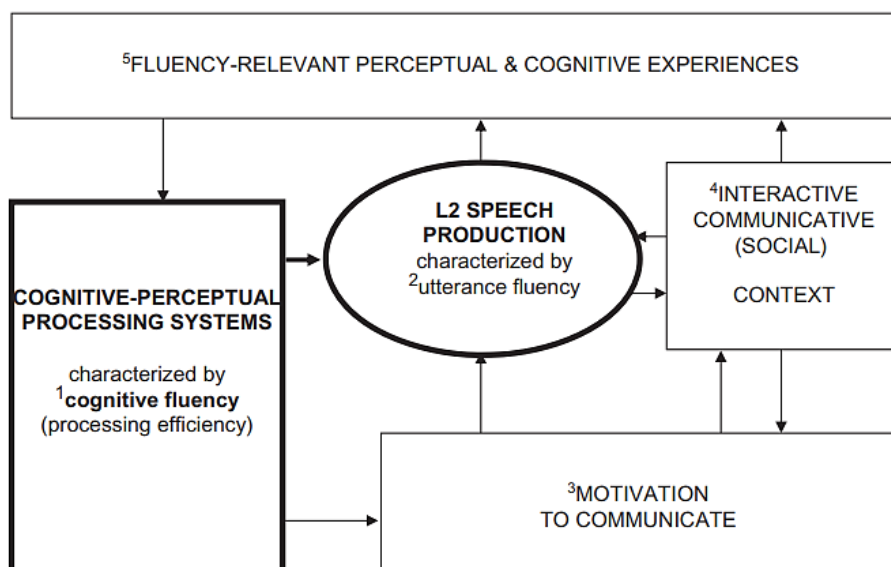


Figure 1: Framework for L2 fluency (Segalowitz, 2010)

On the other hand, DeJong (2016) defines disfluency as the moment in which the speaker cannot keep up with their own articulation by stopping the speech, using filled pauses, slowing down the speech, repeating words, or repairing mistakes. She also believes that becoming fluent in the L2 might be one of the most difficult skills for a language learner to master due to the time limits the speaker deals with when delivering a message. In order to become an L2 fluent speaker the learner must be capable of dealing with those time constraints and delivering their intended message in time. She also states that being a fluent speaker does not mean that the learner speaks without disfluencies as they are also elements of communicative successful speech.

It is concluded by DeJong (2016) that certain elements of speech speed and pauses can be utilized to denote competency levels or to distinguish L1 from L2 speech. It is also challenging to provide a quantitative definition of "fluent speech" due to the individual variances that L1 speakers exhibit regarding the quantity and types of disfluencies as well as the significant overlap between L1 and L2 speakers' measures of fluency. According to Davies (2003) as cited in DeJong (2016), the distinction between L1 and L2 speech lies in the distribution of the disfluencies rather than the overall quantity of them; compared to L1 speakers, L2 speakers pause more frequently within clauses.

Along with L2 fluency that is connected to proficiency, features of personal speaking style are also measured when assessing L2 fluency. According to Segalowitz (2010), in order to quantify characteristics of L2 fluency, one needs to collect both L1 and L2 data to account for speakers' L1 fluency.

DeJong (2016) explains that speech rate, pauses, articulation rate, measures of mean length of run, repetitions, and repairs are good predictors of ratings on fluency when evaluating L2 fluency. However, speaking fluency may include some

components that are more important than others, for example, the more perceptually important the elements are, the more impact they will have on ratings when they are evaluated on fluency or overall speaking performance.

Takavoli and Skehan (2005) have studied fluency at a global level, and they have introduced some measures to quantify fluency at that level. For example, they propose three aspects of fluency: breakdown fluency, speed fluency, and repair fluency. Breakdown fluency is related to pauses and filled pauses; speed fluency is how fast the speaker delivers their message, in between pauses; and repair fluency is related to how frequent the speaker uses corrections or repairs.

In addition, DeJong (2016) lists the eleven most used measures in research on fluency and the ways they are calculated. The list is displayed in Figure 2.

Measure	Formula
Speech rate	Number of syllables / total time
Pruned speech rate	(Number of syllables – number of disfluent syllables) / total time
Articulation rate	Number of syllables / speaking time*
Pace	Number of stressed syllables / total time
Mean length of utterance	Total speaking time / number of utterances# Number of syllables / number of utterances#
Number of silent pauses	Number of silent pauses / total time or speaking time*
Duration of silent pauses	Pausing time / number of silent pauses
Phonation time ratio	Speaking time / Total time
Number of filled pauses	Number of filled pauses / total time or speaking time*
Number of repetitions	Number of repetitions / total time or speaking time*
Number of repairs	Number of repairs and restarts / total time or speaking time*

* Speaking time is equal to total time minus silent pausing time.
Number of utterances is equal to the number of silent pauses *plus* 1.

Figure 2: The eleven most used measures in research on fluency

The measures that were studied in this action research are speech rate, which refers to the number of syllables or words per minute; filled pauses, which is the sound produced during spontaneous speech that represents a pause filled by a vocalization; repetitions, which refers to the number of times a word is repeated, and repairs, which refers to the number of corrections of an error made by the speaker.

2.8. Fanfictions

Fanfictions, also known as *fanfics*, are “stories authored by fans that create additional content through the incorporation of characters, plots and/or settings from a source text” (Janissary Collective, 2014 in Reijnders, Waysdorf, Zwaan & Duits, 2017, p. 5).

Jenkins (1992) has been studying fandom, term created to refer to the community of fans, and participatory culture since the 1990s. He states that fans create their own culture world by creating fanfictions, artwork, costumes, music and videos. Jenkins (1992) believes that fanfictions allow fans to go deeper into stories from the original

plot that interest them the most, which are often secondary to the main plot yet holding unique significance for specific viewers. He also states that fanfictions are based on the interpretative practices of the fan community, creating a large selection of stories from a source-text, and characters are reshaped to better meet fans' interests and desires.

According to Jenkins (1992), there are ten different functions of fanfictions that fan writers try to address when creating fanfics:

- **Recontextualization:** short vignettes (missing scenes) are written to fill in the gaps and to explain the characters' actions.
- **Expanding the series timeline:** when characters' backgrounds are not fully developed, and fans write their own stories based on them.
- **Refocalisation:** stories about secondary characters are written.
- **Moral realignment:** when the moral universality of the original story is questioned, and villains become the main characters of the new story.
- **Genre shifting:** stories possess alternative generic traditions.
- **Cross overs:** stories break down the boundaries by having characters from different series to interact with each other.
- **Character dislocation:** original characters are removed and given new names and identities, yet still based on the original story.
- **Personalization:** stories bridge the gap between fans' personal stories and the original fictitious worlds of their favourite stories.
- **Emotional intensification:** fans create stories that highlight the moments of crisis of the original plot.
- **Eroticization:** when fans seek to explore the erotic aspects of characters' lives.

2.9. Fanfics in education

Languages and technology have become important in this globalised world, and since the beginning of the digital age, it is possible for people from different countries to interact with each other in a variety of web communities. Globalisation has generated new web-based educational tools, and digital learning has become popular for both learners and teachers. Fanfics are considered useful resources in education by some authors (Eliseev and Ryabova, 2018; Schattenherz, 2016; Fukunaga, 2006; Chandler-Olcott and Mahra, 2003).

Eliseev and Ryabova (2018) state that fanfic websites are a meaningful community for readers and writers. They believe fanfics are helpful resources as they offer training in a familiar and safe learning environment. In addition, it is believed fanfiction promotes thinking about the original story, and learners work with characters' development, techniques, and intentions. They also engage students in creative writing, and motivate their learning process. Fanfics in the classroom can be used for characters and plot analysis, for determining grammar and spelling, and for assisting writing as they offer well-developed characters and familiar stories.

Schattenherz (2016) believes that most young adults are willing to participate in web-based activities as they feel they are working in their territory. Chandler-Olcott and Mahar (2003) state that fanfics are “a way to have fun, avoid boredom, and develop online friendship” (p. 560). It is also believed that fanfics provide learners the opportunity to become active and confident media learners as they create a participatory culture in which creativity is shared and social interaction is developed (Eliseev and Ryabova, 2018).

Rossetti (2013) conducted a survey study in which she sought to answer if writing and reading fanfics help language learning and foster a positive attitude towards the language. The results showed that fanfics are believed to be useful when learning English regarding motivation and vocabulary acquisition.

Fukunaga (2006) studied foreign language literacy through Japanese popular culture, and concluded that “animation and other popular culture texts motivate and teach students about language, society, and culture” (p. 206). When referring to fanfics, a study from Chandler-Olcott and Mahar (2003) was brought up, in which it is recommended that language teachers should know about their students’ literacy learning that is not valued in school contexts. One way to discover these hidden talented skills is using different writings, such as fanfics, since students spend more time and energy on those tasks than they do on school tasks. It is also stated that sometimes students who do not succeed in classroom tasks might be actively learning with non-traditional practices.

2.10. Empirical studies

No research on speaking fluency and fanfics was found; however, some action research on writing and reading (Li, 2012; Schattenherz, 2016; Naderpour, 2022) was evidenced.

Black (2009) as cited in Li (2012) explored English learners’ participation in a fan fiction web community. This research studied reading, peer reviewing, and collaborative writing, discussion around composition, themes and topics of the fanfics. They showed a strong tendency to maintain community relations as a safe environment is created in this fan community, and a feeling of accomplishment as learners feel themselves as strong writers. Li (2012) added that in order to build learning communities in schools and to achieve literacy engagement it is vital to understand the role of language learning, technology and popular culture.

In Norway, the use of fanfics to promote creative writing and to promote ESL students’ written proficiency was studied by Schattenherz (2016). 45 students from three ESL classes in a secondary school participated in this study. A teaching scheme was implemented in order to actively use fanfics in the classrooms, and pre- and post-questionnaires were used to collect data. In addition, students’ texts and classroom activity were analysed. Finally, interviews were carried out and a chat group was created on Facebook in order to collect quantitative and qualitative data. The results showed that students benefited from using fanfics as a useful digital tool

to increase students' written proficiency and to promote creative writing since students wrote longer and more creative texts.

Naderpour (2022) conducted research on the contribution of writing fanfics to improve voice and fluency of Japanese language learners. To carry out this study, seven learners participated in an out-of-class fanfiction writing activity, and participant observation and three semi-structured interviews were carried out before, during, and after the fanfiction activity. The results showed that participants became more fluent in writing and improved their ability to express their voice.

Other studies on the link between learning a foreign language and blind learners were also found (Orsini-jones, Courtney and Dickinson, 2005; Arenas, 2012; Coskun, 2013).

Orsini-jones, Courtney and Dickinson (2005) discussed the challenges faced by a blind student learning French, German and Spanish at Coventry University, England, and provided some guidelines to adapt materials. This case study also intended to raise awareness among students and staff about accessibility. Some of the conclusions drawn from this research are:

- all measures to be taken must be firstly discussed with blind students
- learning plans must also be discussed with blind students
- all people involved in the teaching context must work together in order to build a safe environment for the blind student
- some languages might be more difficult than others for blind students due to their structures.

Arenas (2012) described her experience when teaching French to a blind student at a university level. It is mentioned in the article that adapting material, the help from international organisations, and the student's motivation were crucial factors for the blind student to succeed in her French course. It is also stated that students' characteristics must be considered, and making students responsible of their own learning process is an important aspect when learning a foreign language.

Coskun (2013) introduced the talking tactile technology (T3) as an innovation to teach English to visually impaired students. T3 is a multi-sensory device that provides instant audio with information when the tactile layouts (overlays) are touched. This technology would be of great advantage for blind students as they would be able to participate in class activities based on visual aids and have access to the same learning opportunities as their sighted classmates. Furthermore, it is stated that T3 might be used both for English learning but also for many other subjects in the classroom.

CHAPTER III: METHOD

3.1. Type of research

According to Burns (2009), action research entails the combination of two types of activity that interact with each other: action and research. Action refers to developing and intervening social processes from different contexts, such as classrooms, schools, or organizations, to improve and change them. Research refers to systematic observation and analysis of the changes and improvements to recognise the fundamental rationale for the action, and to make additional changes if needed based on findings and results. Furthermore, the aim of action research is to reduce the differences between the ideal and the real situations. Burns (2010) also states that action research in language teaching involves “a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (p. 2) while combining the ideas of “reflective practice” and “the teacher as researcher.”

In order to conduct action research, different steps need to be followed. The first step involves creating a plan of action based on critical thinking to improve what is happening in the classroom; the second step is to implement the plan in the classroom; the third step is to observe the consequences of the critically informed action; and the final step involves reflecting on the effects, which leads to start the cycle again.

This study is considered as action research since it attempts to understand how an audio fanfic could be a contribution for helping a blind student improve her fluency when speaking English; and in order to carry out this research, a five-lesson intervention was implemented.

The present research is a descriptive study. It attempts to characterise a phenomenon as it is (McMillan & Schumacher, 2001), and it answers the questions about who, what, where, when, and to what extent. Descriptive research involves identifying a phenomenon, understanding that phenomenon, identifying the most important qualities, and deciding what data collection techniques to use. This process is reiterative (Dynarski, Loeb, McFarland, Morris, Reardon & Reber, 2017). In addition, this action research attempts to address both a mechanical and causative puzzle. It addresses a mechanical puzzle as it tries to describe how an audio fanfic help a blind student improve her English speaking fluency. It also addresses a causative puzzle since it attempts to identify the improvement made by an audio fanfic to develop the participant’s speaking fluency.

3.2. Research problem

In Chile, ‘Ley General de Educación’ (2009) states that everyone has the right to education, including, for example, visually impaired people. English as a foreign language is part of the Chilean curriculum since 5th grade, and, according to the Ministry of Social Development (2016) in Educación Diferencial (n.d), 11.9% of the Chilean population is visually impaired.

According to Decree Nr. 83 from the Ministry of Education (2015), students with special needs cannot be exempted from any subjects of the study plan. Nevertheless, schools must implement curricular diversifications for the learning and assessment processes by making curricular adjustments when needed. Currently in Chile, there is no guidance on how to teach English to blind students.

Naturally, blind students cannot benefit from learning a foreign language in the same way as sighted students do. They encounter different challenges when learning a language.

Some challenges that blind students face when learning English is that they cannot benefit from visually related sources such as flashcards, realia, pictures, and videos (Zorluel & Cabaroglu, 2018). Other difficulties that blind students might encounter in the classroom include low self-esteem or motivation, a feeling of disconnection regarding their classmates, and inability to read gestures and body language (Benwell, n.d.).

In this action research the problem that was addressed is the use of visual resources. In order to do that, a *Harry Potter* audio fanfic was implemented as a useful resource when learning English.

It is important to emphasise the fact that blind people should not be neglected from learning a language, and everyone should have the opportunity to learn it regardless of their disabilities. UNESCO (n.d.) believes that “every learner matters equally.”

3.3. Research question and objectives

Research question:

- How does a *Harry Potter* audio fanfic help a blind student improve her English speaking fluency via online lessons?

General objective:

- To explore the contribution of using a *Harry Potter* audio fanfic to help a blind student improve her English speaking fluency via online lessons.

Specific objectives:

- SO1: To identify the improvement made by a *Harry Potter* fanfic to develop the participant’s speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.
- SO2: To describe the participant’s perception towards the ongoing and final contribution of using a *Harry Potter* audio fanfic to improve her English speaking fluency.

3.4. Participant

The participant of the present single subject action research is one student from online private lessons. The participant is a female learner who is a 25-year-old psychologist with total vision loss since birth. She is thought to have an A2 level of English according to the Common European Framework of Reference for Languages (CEFR), as she understands main ideas and produces simple utterances on familiar topics, and gives brief reasons and explanations for her opinions. In addition, she has been taking online English lessons since July 2021 for personal and professional growth, and her attitude towards the language is positive as it was her own decision to begin with this process.

The participant was selected by a non-probability sampling technique since this study focuses on a single subject sample and does not intend to infer statistically regarding a wider population (Yin, 2003). Moreover, the study sample can be

considered as purposive sampling as the participant was selected because of her characteristics, which cannot be found in any other participants (Maxwell, 1996). In this case, the participant was selected due to her speaking fluency problems and her blindness.

3.5. Stages of the action research study

The action plan consisted of five 60-minute lessons that were carried out between May and June 2022. In addition, two interview tasks were carried out to compare the participant's speaking fluency before and after the intervention, and a semi-structured interview was carried out after the intervention as well to describe the participant's perception towards the use of the fanfic. The action plan is described as follows (See appendix 1 for the detailed action plan):

Pre-intervention test: 20 May 2022		
An interview task was carried out in order to identify the participant's speaking fluency before the intervention.		
Intervention		
Session 1: 21 May 2022		
Objective	The student will be able to identify general information from a fanfic; in addition to answering a self-assessment rating scale.	SO1 SO2
Session 2: 26 May 2022		
Objective	The student will be able to analyse the characters of the fanfic; in addition to answering a self-assessment rating scale.	SO1 SO2
Session 3: 29 May 2022		
Objective	The student will be able to analyse the conflict of the fanfic; in addition to answering a self-assessment rating scale.	SO1 SO2
Session 4: 1 June 2022		
Objective	The student will be able to prepare an alternative ending to the fanfic.	SO1 SO2
Session 5: 8 June 2022		
Objective	The student will be able to orally narrate a prepared ending for the fanfic.	SO1 SO2
Post-intervention	An interview task (post-intervention test) was carried out in order to identify the participant's speaking fluency after the intervention.	
	A semi-structure interview was carried out in order to describe the participant's perception towards the use of fanfics.	

3.6. Data collection techniques

This action research study considered four instruments to collect data from the participant: an interview task, an analytic rubric, self-assessment rating scales, and a semi-structured interview.

3.6.1 Interview task

In order to identify the participant's speaking fluency, an interview task was carried out, which included a pre-intervention test and a post-intervention test. They were based on Brown's (2004) set of content specifications for oral interviews. To elaborate the speaking fluency interview some of the author's sample questions were included and some of them were created. The questions that were taken from Brown's sample are the ones that can be applied in any contexts, such as *How was your day?* or *How did you feel in the interview?*. The other questions were created but always following Brown's (2004) set of specifications so they can fit the first specific objective of this research.

In order to conduct the interviews, the four stages from the set of content specifications for oral interviews (Brown, 2004) were included: warm-up, level check, probe, and wind-down. The *warm-up* stage consists of small talk in order to make the participant feel comfortable with the situation and with the format of the oral activity. The participant is not assessed in this stage. The *level check* stage is a set of prewritten questions based on the participant's level of English. In this case, the participant had to describe a fanfic. The third stage is *probe*, which consists of taking the participant to the highest of her ability. Questions in this stage are cognitively and linguistically complex. Therefore, the participant's responses may be assessed or ignored during this stage. The activity for the participant in this stage was an impromptu presentation about fanfics. Finally, the *wind-down* stage refers to a short period of time in which the participant answers some easy questions to relax, and this part is not assessed (See appendix 2).

3.6.2. Analytic rubric

The participant's responses were assessed using an analytic rubric based on De Jong's (2016) global measures of fluency as they are the most commonly used in research on fluency. However, only three out of eleven measures were used in this study since they are the ones that mostly hinders the participant's fluent utterances, which were noticed during her English lessons. Since the participant was part of an oral interview by giving open-ended responses, the most appropriate instrument to score this task is a rubric. It assesses the participant performance based on a range of criteria at different levels (Brown, 2018) which were focused on the ability that the interview attempts to measure: speaking fluency. Specifically, an analytic rubric was chosen because it offers more information in regard to the different subcategories of performance (Brown, 2018). In this case, the rubric included the following criteria: filled pauses, repetitions, repairs, the use of L1, and speech rate. The latter was included in the rubric since it normally interferes with the participant's speaking fluency. The use of this type of rubric is consistent with the first specific objective of this action research as it seeks to identify the improvement made by an audio fanfic to develop the participant's fluency. According to Mertler (2001), rubrics also might result in several scores, followed by a summed total score, which were used to analyse the data quantitatively. Furthermore, the author (2001) mentions that using analytic rubrics is time-consuming. However, this type of rubric was still chosen since the sample is only one participant, and the degree of feedback will be significant both to the participant and the teacher-researcher (See appendix 3).

It is important to mention that the participant agreed to be audio recorded during the interviews by completing a consent form. According to Nugent, Malik & Hollingsworth (2012), audio recording is a useful resource to collect data since it provides evidence that is kept and revised.

After the intervention, another interview, which was very similar to the pre-intervention test, was carried out as a post-intervention test in order to compare the participant's speaking fluency before and after the intervention. In addition, the same analytic rubric was used to assess the participant's responses, and the interview was also audio-recorded.

3.6.3 Semi-structured interview

A semi-structure interview was carried out after the action plan to describe the participant's perception towards the use of the audio fanfic as an effective resource to improve her speaking fluency. The interview included a set of questions, which was prepared in advance, and it included follow-up questions in order to clearly identify the participant's perception. This type of interview is consistent with the second specific objective of this research since it seeks to describe the participant's perception towards the contribution for using an audio fanfic. A semi-structured interview was selected to collect that information as it allows the participant to be interviewed in an informal and conversational environment, and it provides open responses from the participant (Clifford & Valentine, 2003). In addition, as the sample is only one participant, there is a great deal of time to conduct the interview and revise its transcription thoroughly. When conducting an interview, Richards (2003) states that it is important to consider not to judge, interrupt or disagree with the participant's responses, and to include a variety of questions, such as warm-up, open, close, closing, and clarifying or expanding questions in order to make the participant feel comfortable when giving their responses. Burgess (1984) also indicates that semi-structure interviews are flexible and are useful to find information in more depth. Therefore, interviews were the main instruments to collect data in this action research (See appendix 4).

3.6.4. Self-assessment rating scale

After each session of the action plan, the participant completed a self-assessment rating scale in order to describe her perception towards the contribution of using an audio fanfic in the sessions (See appendix 5). Thus, there were a total of three rating scales, and they consisted of 4-7 statements, in which the participant had to show full agreement (4), agreement (3), disagreement (2), and full disagreement (1). All rating scales were in Spanish to make the participant feel comfortable.

All the four instruments were validated by a group of five experts in order to make them valid, trustworthy, authentic, and credible. The group of experts consisted of educators and classmates from the master programme, and their feedback referred mainly to technical aspects of the different instruments (labelling scores or adding levels of performance), adding more questions in the interview, and being more specific with the questions.

3.7. Data analysis techniques

This action research included both quantitative and qualitative analysis techniques.

3.7.1. Quantitative analysis technique: descriptive statistics

The interview tasks were assessed with an analytic rubric, in which all the levels of performance had a score. Therefore, it was analysed through descriptive statistics as scores in terms of frequencies were shown (Burns, 2010). No other analysis technique was needed in this action research as it is a single subject study.

3.7.2. Qualitative analysis technique: thematic analysis

As a semi-structured interview was carried out, thematic analysis was used to analyse the data qualitatively as it is a popular method used in the education field, and it intends to create conceptual themes that respond to a research question.

According to Braun and Clarke (2006), thematic analysis is used not only used to describe data, but it also entails interpreting codes and building themes. The versatility of thematic analysis, which may be used within a wide range of theoretical frameworks and applied to a wide range of research questions, designs, and sample sizes, is one of its distinctive characteristics.

In this study, the participant's responses were coded, and themes and subthemes were developed in order to analyse her responses.

CHAPTER IV: FINDINGS

All the quantitative and qualitative data from the intervention was analysed, and it will be presented in this chapter according to each specific objective of this action research.

4.1. SO1: to identify the improvement made by a *Harry Potter* fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.

An interview task was carried out in order to achieve the first specific objective of this study. The pre-intervention test and the post-intervention test were an interview task; the beginning and final interviews included the warm-up stage, the level check stage, the probe stage, and the wind-down stage. In order to analyse the participant's responses an analytic rubric was used, and only the interview responses in the level check stage were assessed, which consisted of two open questions with follow-up questions. The analytic rubric included five criteria: filled pauses, repetitions, repairs, the use of L1, and speech rate.

Figure 3 shows the participant's language fluency performance before and after the intervention.

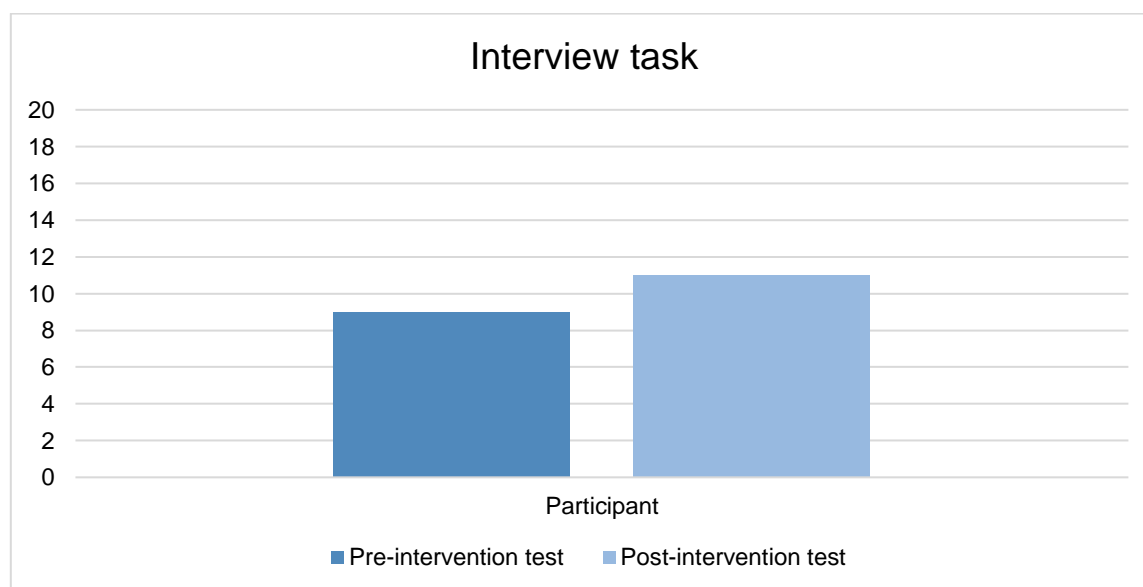


Figure 3: Overall result of the interview task

It can be seen that the participant obtained 9 out of 20 points in total (45%) in the pre-intervention test whereas in the post-intervention test she obtained 11 out of 20 points in total (55%). There was an improvement of 2 points overall.

The results according to each rubric criterion will be shown.

4.1.1. Filled pauses

It can be seen that there was no improvement or decline regarding the use of filled pauses in the participant's speech. Figure 2 shows the results regarding this criterion.

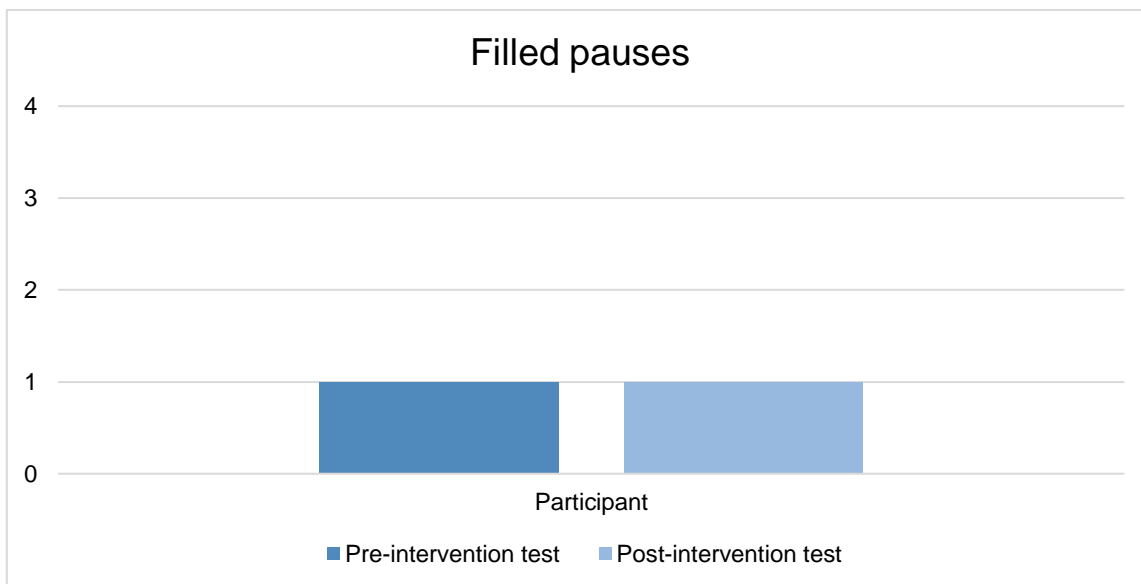


Figure 4: Results in the use of filled pauses

The participant obtained 1 point both in the pre- and post-intervention test, which means that she made more than 5 filled pauses in at least one of her responses during the interview task. Some examples of filled pauses in the interview responses are the following:

Pre-intervention test	Post-intervention test
<p><i>This fanfic...ehh...is...eh, no, was ...ehh...about... ehh...King Arthur...and...ehh...and his...ehh...magician...ehh...witcher...no, magician Merlin.</i></p> <p><i>They uhm they have to (...)</i></p>	<p><i>The last fanfic that I read is...ay... I don't remember the title...this fanfic eeh is about ehh Harry, Draco and Hermione ehh and ehh their relation... a relation very eeh confused.</i></p> <p><i>Finally, eeh Hermione eeh preferred to Draco and Harry is sad and angry.</i></p>

4.1.2. Repetitions

In this criterion, no progress or decline was evidenced. The participant obtained 3 points both in the pre- and post-intervention test. Figure 3 shows this result.

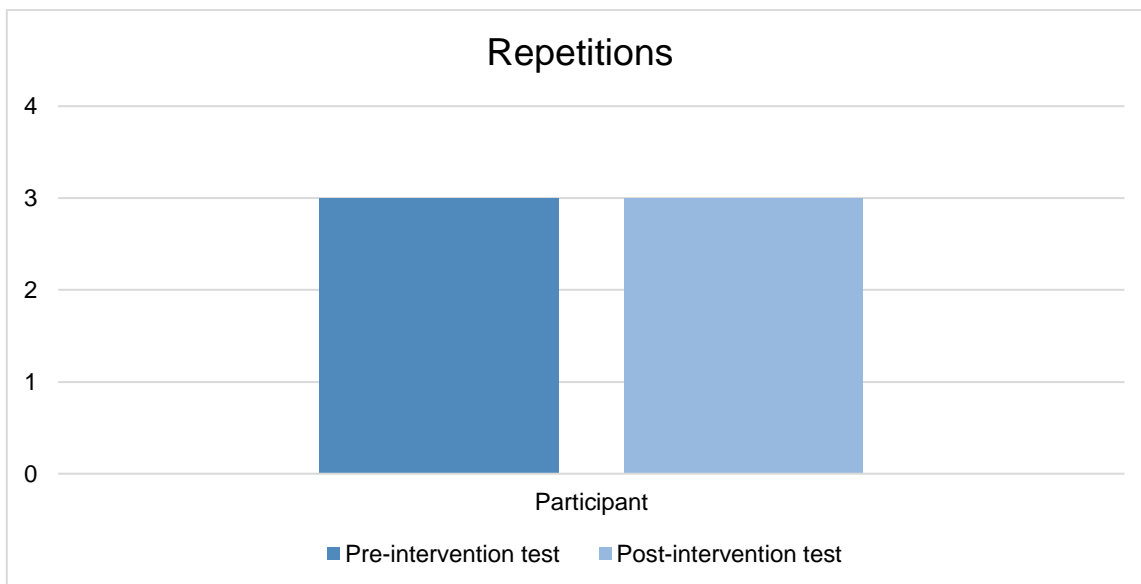


Figure 5: Results in the use of repetitions

The participant obtained 3 points in the pre- and post-intervention test, which means that she repeated words or phrases twice or once in at least one of her responses in the interview task. Some examples of repetitions in the interview tasks are the following:

Pre-intervention test	Post-intervention test
<p><i>Eeh I feel como eeh fear eeh because I uhhh don't know if I...no, I don't know if the people understand me because I want to say something in in in my head and it is clear but when I express...oh no, when I tell...in English..is...is bad, stupid.</i></p> <p>They uhm they have to...</p>	<p>... because Harry is in love to Hermione but Hermione love love to Draco and Draco love to Hermione as well.</p> <p>I feel fine... fine, sorry, because I...I feel that you uhm understand me...</p> <p>I recommend...firstly...that you must...must...como...knew...no, know the characters that you write.</p>

4.1.3. Repairs

It can be seen that there was some progress regarding the participant's use of repairs. The participant obtained 2 points in the pre-intervention test whereas in the post-intervention test she obtained 3 points. Figure 4 shows this result.

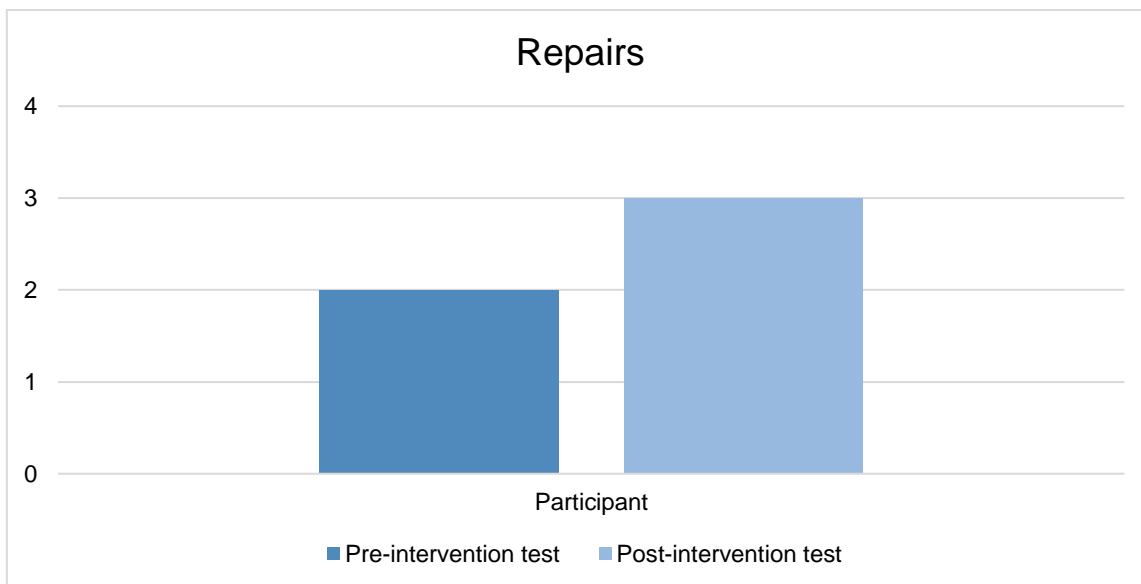


Figure 6: Results in the use of repairs

The participant obtained 2 points in the pre-intervention test, which means that she repaired words or phrases 3-5 times in at least one of her responses; in the post-intervention test, she obtained 3 points, which means that she repaired words or phrases twice or once in at least one of her responses. Some examples of repairs in the interview task are the following:

Pre-intervention test	Post-intervention test
<p><i>Merlin has to como como fight to his ehm enemy or...archenemy Morgana</i></p> <p><i>In this fanfic, not, in that fanfic Morgana is bad.</i></p> <p><i>And Morgana wants to...ehh...como...have...ehh...no, get the throne of Camelot.</i></p> <p><i>Yes, but it's not finally, no, finished yet.</i></p> <p><i>It have...no, it has...16 chapters.</i></p>	<p><i>I recommend...firstly...that you must...must...como...knew...no, know the characters that you write.</i></p>

4.1.4. Use of L1

Regarding the use of L1 in the participant's speech, there was some improvement. The participant obtained 2 points in the pre-intervention test, and 3 points in the post-intervention test.

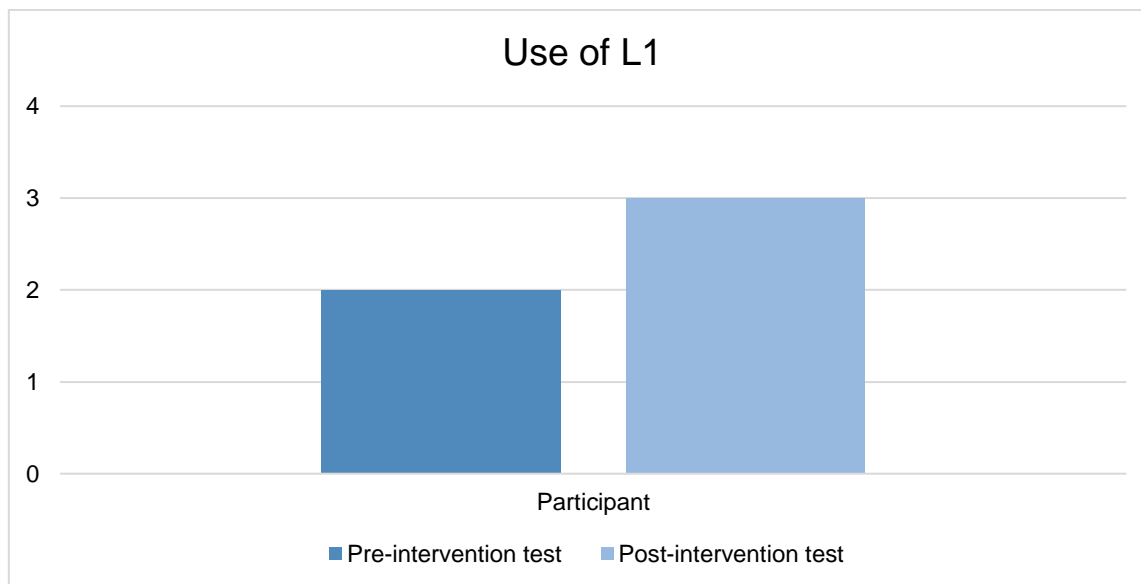


Figure 7: Results in the use of L1

The participant obtained 2 points in the pre-intervention test, which means that she turned to L1 three or five times in at least one of her responses whereas she obtained 3 points in the post-intervention test, which means that she turned to L1 twice or once in at least one of her responses. Some examples of using L1 in the interview task are the following:

Pre-intervention test	Post-intervention test
<i>Eeh I feel como eeh fear eeh because I don't know if I...no, I don't know if the people understand me...</i>	<i>So, I don't feel como juzgada...how do you say?... judged...because the fanfics...or the fanfics world are como como malvisto...how do you say?</i>
<i>King Arthur, the Knight of... ¿cómo se dice? How do you say?</i>	<i>Because, bueno, because I feel the teenagers can read or write fanfics como without problems but I...I am an adult person... so, so, the people could como said me ...hey, no estás muy grande? ...Are you not...como...are you...como...muy grande? ...too big?... como Are you not too big to the write or read fanfics? And I...I answer like "no, I like...shut up."</i>
<i>I don't like eeh Ginebra... because eeh he is uhm como como polite but eeh como mean.</i>	
<i>They have to eeh como eeh combatir...fight...they have to fight...como eeh contra...¿cómo podría ser?... a lot of monster and</i>	

<i>Merlin has to como como fight to his ehm enemy or archenemy Morgana</i>	
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4.1.5. Speech rate

No progress or decline was evidenced regarding the participant's speech rate. She obtained 1 point both in the pre- and post-intervention test.

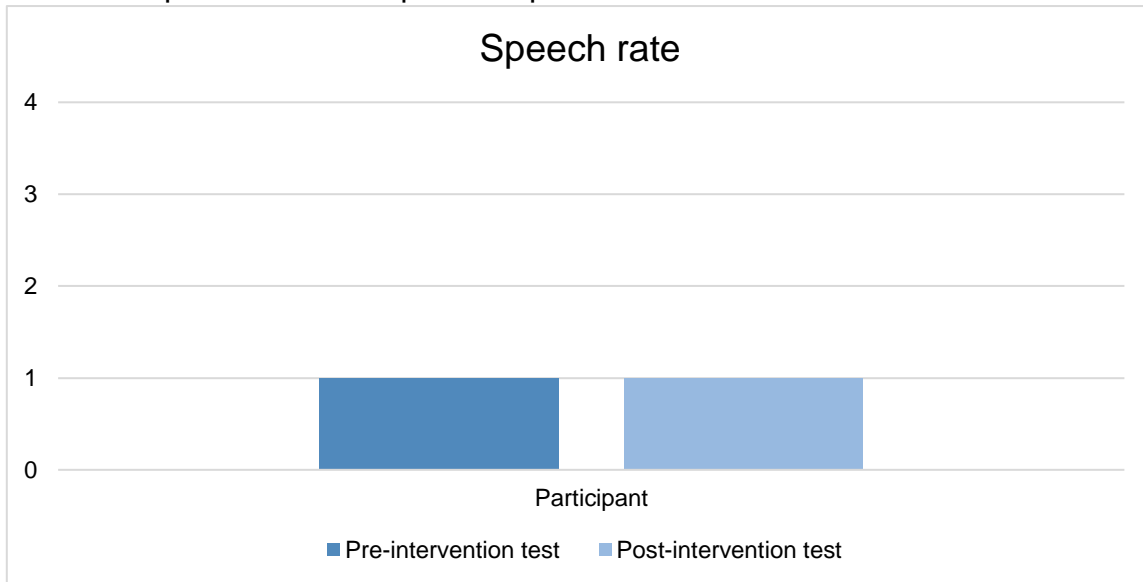


Figure 8: Results in the participant's speech rate

The participant obtained 1 point both in the pre- and post-intervention test, which means that she produced 90 or fewer words per minute.

It is showed that there was an improvement regarding the participant's use of repairs and the use of L1 while the other three criteria maintained the same scores.

4.2. SO2: To describe the participant's perception towards the ongoing and final contribution of using audio fanfics to improve her English-speaking fluency.

A self-assessment rating scale was used at the end of each session to achieve the second specific objective. The rating scales included the following two dimensions: listening skill and speaking skill. The results are shown as follows:

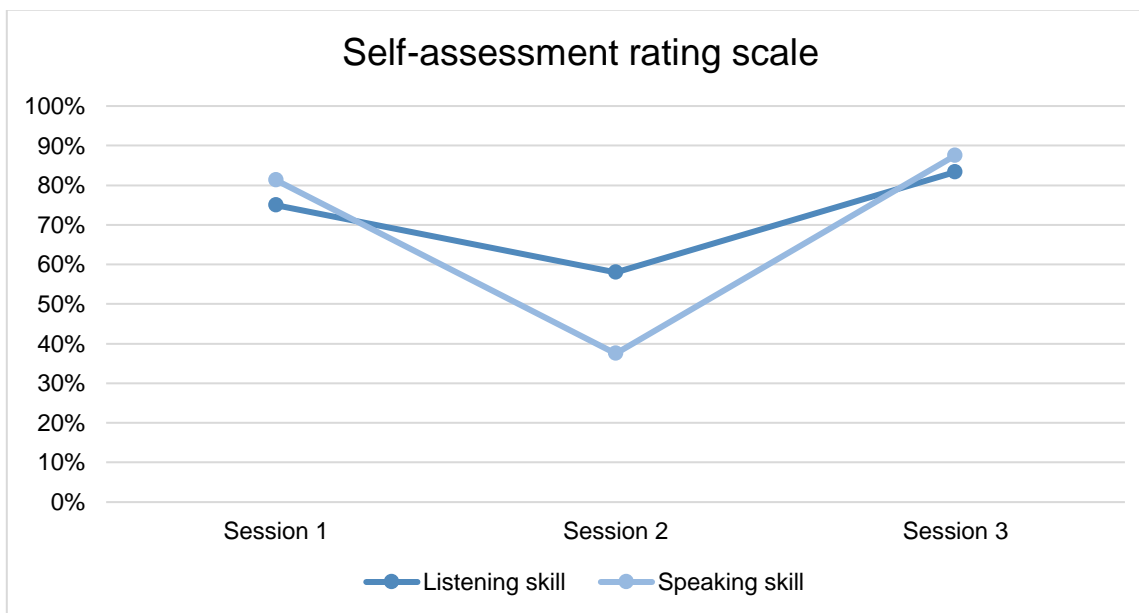


Figure 9: Results of the participant's self-assessment

The same rating scale was used in the first three sessions, which contained 7 statements that the participant had to strongly agree with (4), agree with (3), disagree with (2), and strongly disagree with (1).

Below, Figure 10 shows the comparison among the three sessions in which the participant showed her perception towards each of the statements. There is one graphic for each dimension.

4.2.1. Listening skill dimension

Three statements were part of the listening skill dimension. It can be seen that the participant strongly agreed with the first statement (*Estuve concentrada mientras escuchaba el episodio*) in all the three sessions. Regarding the second statement (*Traté de imaginarme lo que estaba ocurriendo en el episodio mientras lo escuchaba*), the participant strongly agreed with it in the first and the third session, but in the second session she just agreed with the statement. Finally, regarding the third statement (*Me desconcentré cuando había algo que no entendía en el episodio*), the participant disagreed with it in the first and second session, while in the third session she agreed with it.

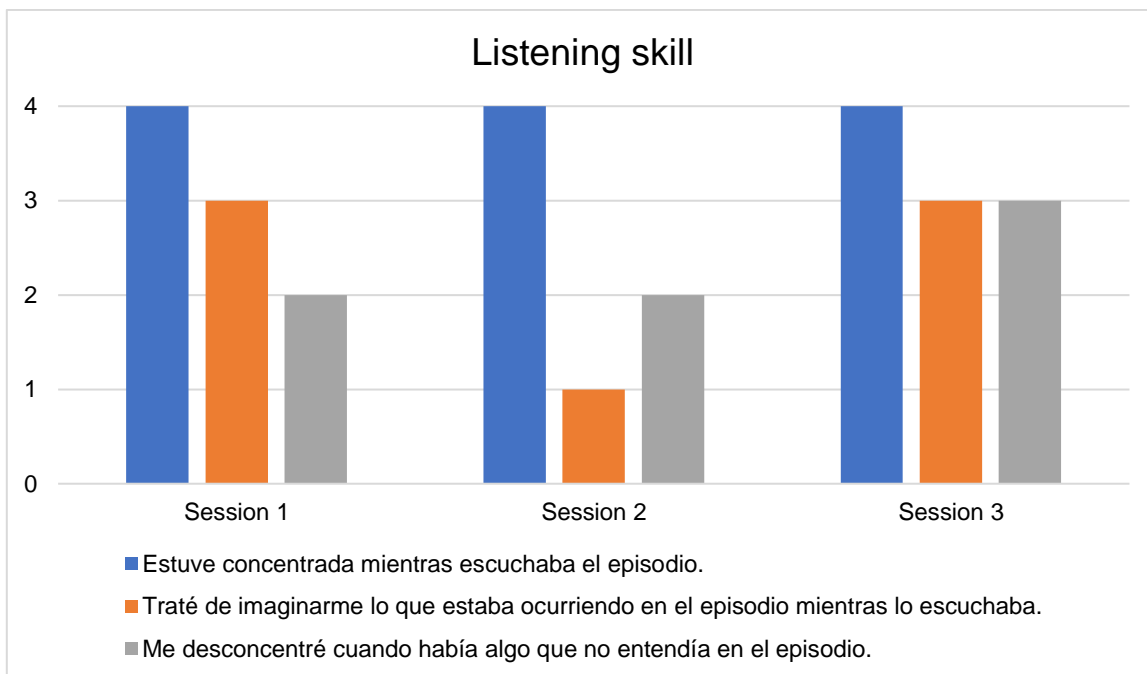


Figure 10: Results of the listening skill dimension

4.2.2. Speaking skill dimension

In the speaking skill dimension, there were four statements. Regarding the first statement (*Fui capaz de resumir los puntos principales del episodio*), the participant showed agreement in the first session, strongly disagreement in the second session, and agreement in the third session. Regarding the second statement (*Me sentí bien al resumir los puntos principales del episodio*), the participant showed strong agreement in the first session, strongly disagreement in the second session, and strong agreement in the third session. Regarding the third statement (*Me sentí bien al comentar mi opinión sobre el episodio*), the participant strongly agreed in the first session, strongly disagreed in the second session, and strongly agreed in the third session. Regarding the fourth statement (*Siento que mi fluidez oral en el idioma va mejorando*), the participant disagreed in the first session, and agreed in the second and third session. As can be evidenced, the participant showed a strong disagreement with most of the statements in the second session.

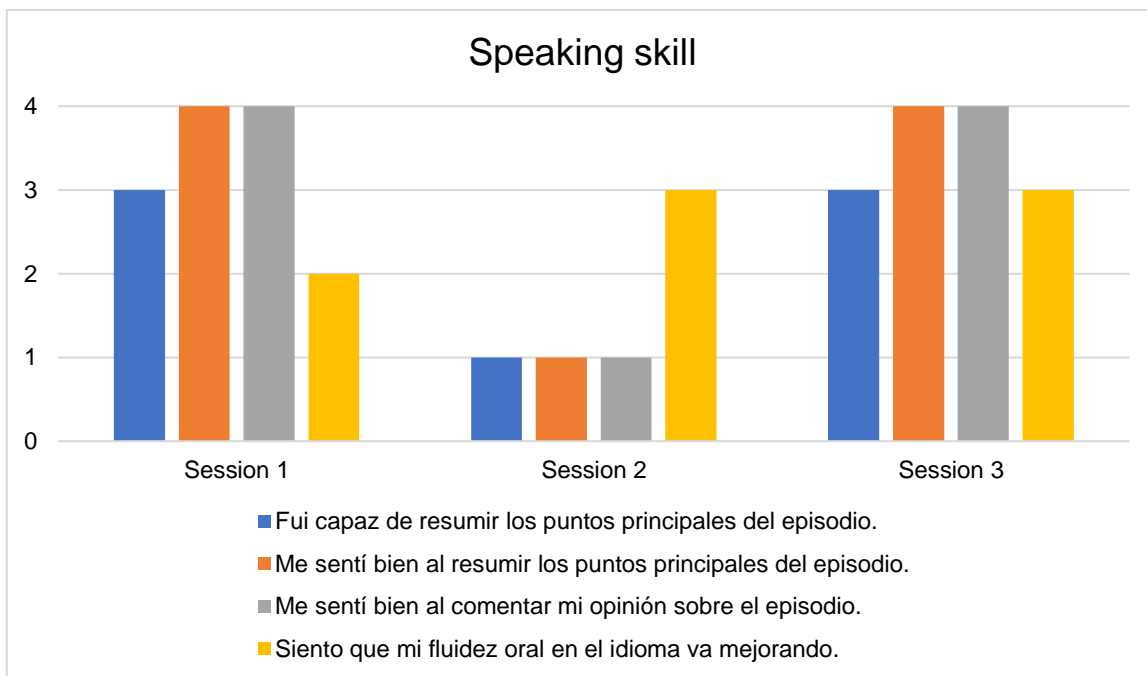


Figure 11: Results of the speaking skill dimension

Furthermore, a semi-structured interview was carried out after the intervention to identify the participant's perception towards the contribution of using audio fanfics to improve her English-speaking fluency. Such interview consisted of nine questions that were divided into three dimensions: use of fanfics, contribution for fluency, and a tool to learn English.

In order to analyse the data from the interview, the interview responses were firstly transcribed and then analysed through thematic analysis, in which the first step was coding the responses and then categorising and identifying themes and sub-themes.

The results will be shown according to each dimension.

4.2.3. Dimension 1: use of fanfics

Dimension 1 corresponds to the participant's perception towards the use of fanfics in the intervention. In this dimension, three themes were identified. The first theme is listening comprehension, and two subthemes were identified in this theme. They are listening for gist, and listening for detail. The second theme is speaking skill, and one sub-theme was identified, which is difficulty to express ideas. The third theme is motivation, and no sub-theme was identified in this theme.

Table 1 shows examples of some extracts of the transcription from the audio-recordings.

Dimension 1: Use of fanfics		
Theme 1: Listening comprehension		
Sub-theme	Frequency	Examples
Listening for gist	1	P: <i>Sentí que los pude entender muy bien, o sea, por lo menos me quedé con la idea en general que siento que para mí por lo menos que tampoco lo domino mucho fue muy importante, como sentir que la mayoría dominé la idea general y entendí lo que estaba pasando.</i>
Listening for detail	1	P: <i>Las partes que más me gustaron fueron... me gustó escuchar el fanfic, de hecho, fue muy curioso porque me gustó escuchar los episodios por segunda vez, porque sentí que ya estaba como un poco familiarizada entonces ya sentía que... ya conocía y lo que no iba entendiendo lo podía entender en la segunda.</i>
Theme 2: Speaking skill		
Sub-theme	Frequency	Examples
Difficulty to express ideas	1	P: <i>Lo que menos me gustaba era cuando me trababa al decir algo y no podía... y me faltaban palabras... y tenía que preguntar y eso no me gustó.</i>
Theme 3: Motivation		
Frequency	Examples	
3	<p>P: <i>Me pareció muy interesante que fuera como algo que a mí me gustaba, o sea, como los fanfics y Harry Potter, que a mí me gusta mucho, las dos cosas. Entonces, me pareció el doble de motivante.</i></p> <p>P: <i>(...) como es algo interesante para ti en particular como que le vas a prestar más atención, vas a estar más interesada en saber.</i></p> <p>P: <i>Estaba pensando en pedirte ayuda para encontrar fanfics como leídos en inglés, porque ... porque me sirvió... y si algo me sirve lo quiero seguir utilizando</i></p>	

Table 1: Dimension 1. Use of fanfics

In brief, Figure 12 shows the most frequent words about the use of fanfics.



Figure 12: Most frequent words used by the participant about the use of fanfics

It can be observed that the participant perceived that she was able to understand general and specific information from the episodes of the fanfic, and she felt good about that. However, when expressing her ideas about the fanfics she did not feel confident; therefore, she felt bad about that. In general, she perceived that the use of fanfics about *Harry Potter* was motivating because it was of her interest.

4.2.4. Dimension 2. Contribution for fluency

Dimension 2 corresponds to the contribution of using fanfics to improve the participant's English-speaking fluency. In this dimension, two themes were identified: listening comprehension and speaking skill. In theme 1, two sub-themes were identified: improvement in listening comprehension, and personal interests as a factor for better listening understanding. In theme 2, no sub-themes were identified.

Dimension 2: Contribution for fluency		
Theme 1: Listening comprehension		
Sub-theme	Frequency	Example
Improvement in listening comprehension	2	P: <i>Pero yo sobre todo me sorprende de poder... de haber podido entender lo que escuché. Aunque siento que sí me ayudó al hablar, pero más me ayudó al entender.</i> P: (...) <i>lo recomendaría porque mejora mucho, en orden, como el listening y luego la fluidez.</i>
Sub-theme	Frequency	Example
Personal interests as a factor for better listening understanding	2	P: <i>Pienso que estuvo genial (...) es algo que me interesaba, fue una cosa que era de mi interés (...) Siento que realmente influye que sean cosas</i>

CHAPTER V: DISCUSSION

Throughout this chapter, the data gathered will be discussed in relation to each specific objective of this research.

5.1 SO1: to identify the improvement made by a *Harry Potter* fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.

The first specific objective aimed at analysing the contribution of using an audio fanfic to improve the participant's speaking fluency regarding different criteria. In order to do that, an analytic rubric was used to assess the pre and post intervention tests. As described in the Findings chapter, the results showed there was improvement in the overall participant's language fluency performance, yet not in each criterion.

It is important to mention that no research on the link among fanfics, blind learners and speaking fluency was found. However, similar studies are used to analyse the results.

Regarding pauses, repetitions, and speech rate, there was no improvement. The participant obtained the same results both in the pre and post intervention tests. According to DeJong (2016), fluency in L2 might be one of the most difficult skills for a language learner to master. Therefore, five lessons might not have been sufficient for the participant to improve all the aspects when speaking.

On the other hand, there was improvement regarding repairs and diminishing the use of L1. This might have been due to the fact that the participant felt comfortable discussing the fanfic in the sessions and that led her to rely less on her L1 and to be more assertive when speaking. Regarding this point, Black (2009) as cited in Li (2012) explored English learners' participation in a fanfiction web community and the results showed that a safe environment was created in this community. This might also be related to the participant's self-efficacy. Bandura (1997) refers to self-efficacy as the "beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments" (p. 3). Thus, as the participant felt comfortable in the lessons discussing the fanfic, she might have had high levels of self-efficacy, which directly influenced her speaking performance. In this sense, Raofi, Tan & Chan (2012) state that learners with high levels of self-efficacy get involved in doing a task and achieve better results although they may have low ability. Likewise, Bown (2009) concluded that, unless learners believe they can produce desired results and prevent unwanted ones, they will have little motivation to act or persist in facing difficulties.

Figure 16 shows a summary of the participant's results regarding the different criteria.

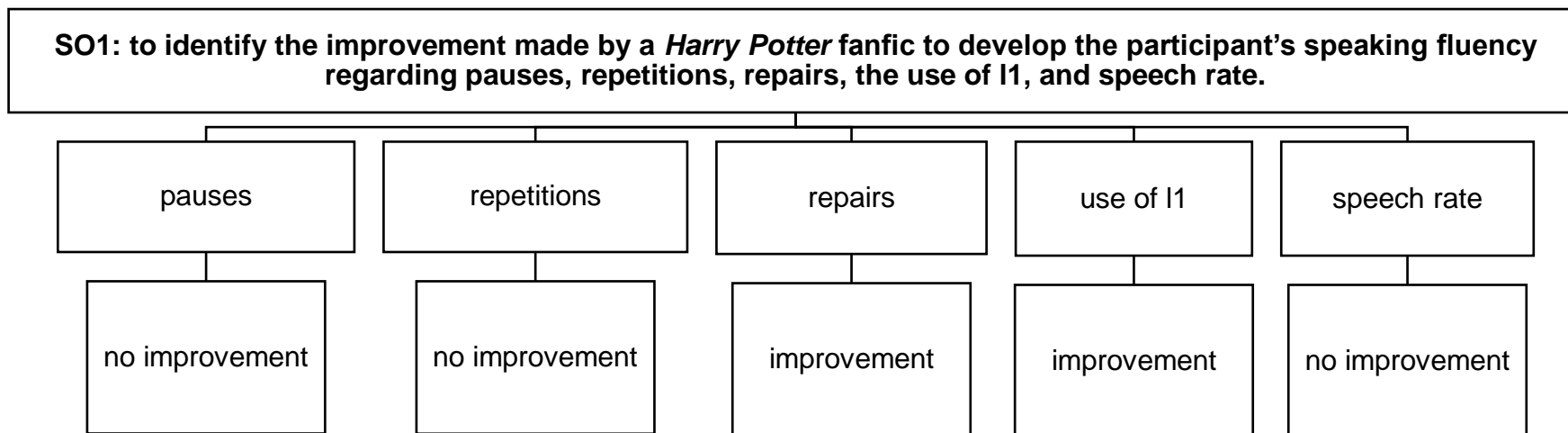


Figure 16: Summary of the results from the first specific objective

5.2 SO2: To describe the participant's perception towards the ongoing and final contribution of using audio fanfics to improve her English-speaking fluency.

The second specific objective aimed at describing the participant's perception towards the ongoing and final contribution of using an audio fanfic to improve her speaking fluency.

In order to describe the ongoing contribution, rating scales were used at the end of each session, so the participant self-assessed her performance. Two dimensions arose from it: listening and speaking skills.

In the listening skill dimension of the rating scale, there were three statements that the participant had to strongly agree with, agree with, disagree with, and strongly disagree with. These were: *Estuve concentrada mientras escuchaba el episodio*, *Traté de imaginarme lo que estaba ocurriendo en el episodio mientras lo escuchaba*, and *Me desconcentré cuando había algo que no entendía en el episodio*. The results showed there was improvement between the first session and the third session of the intervention in the listening skill. Regarding the first statement, the participant felt she was concentrated when listening to the fanfic in all the sessions. This might have been because listening and speaking are the only activities that blind people use every day (Belova, 2017). Concerning the second statement, the participant imagined what was happening in the fanfic while listening to it in the first and third session. However, in the second session, she believed she was not able to imagine what was happening in the episode probably as that episode was too descriptive, which is fully linked to the fact that blind learners take more time to mentally create a concept (EDUCREA, n.d.). Regarding the third statement, the participant could not focus on the episode when she was unable to understand what was happening in the third session. This could have happened since blind learners collect information through a compensatory mode (Lintangsari & Emaliana, 2020), in this case through the auditory sense; therefore, she might have felt distracted when not following the story as she could not rely on any other sense.

Regarding the speaking skill, there were four statements the participant needed to agree or disagree with: *Fui capaz de resumir los puntos principales del episodio*, *me sentí bien al resumir los puntos principales del episodio*, *me sentí bien al comentar mi opinión sobre el episodio*, *siento que mi fluidez oral en el idioma va mejorando*. In session 1, the participant agreed with the first three statements; however, she did not feel her speaking fluency was improving probably as it was just the first session. The statements in session 2 obtained the lowest scores, which might suggest that as the participant was not able to understand the story well, she probably was not able to speak about it either. The statements in session 3 obtained the highest scores. This might be related to what Segalowitz (2010) proposed in his explanatory framework for L2 fluency, in which motivation to communicate is a crucial factor that influences L2 fluency. Consequently, as the participant felt more self-confident about her understanding of the fanfic, she might have been more willing to speak about it.

Figure 17 shows a summary of the participant's responses in relation to the ongoing contribution of using an audio fanfic, which is related to the second specific objective.

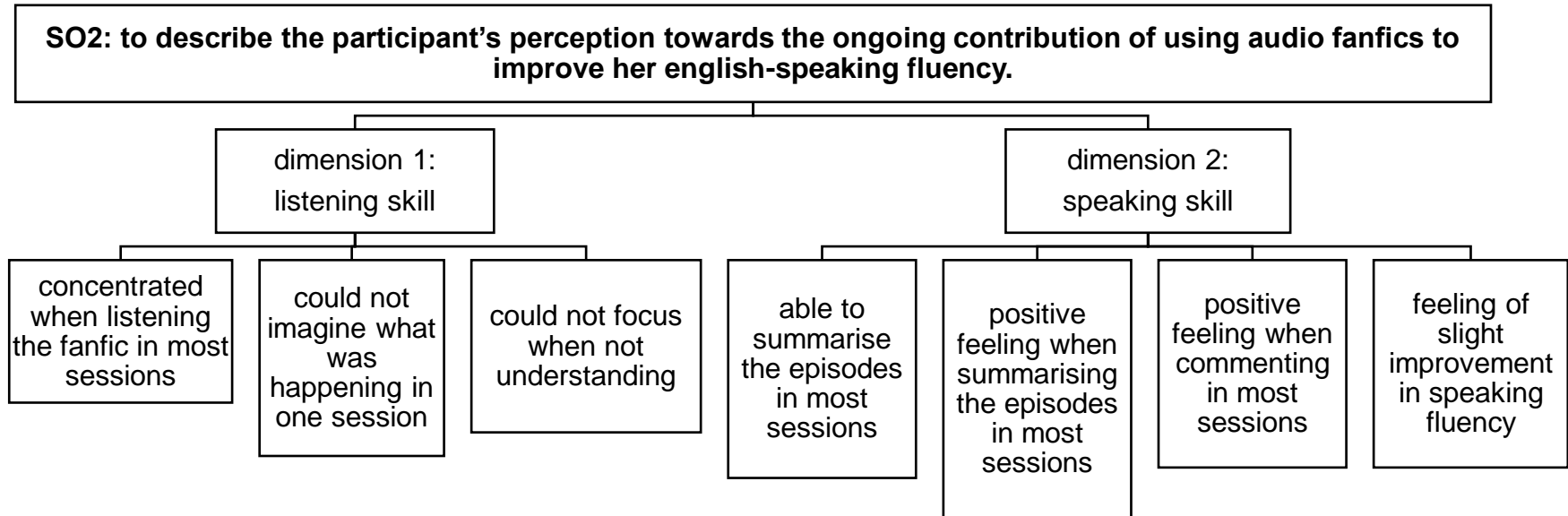


Figure 17: Summary of the participant's perception towards the ongoing contribution of the fanfic

In order to describe the final contribution of using an audio fanfic, a semi-structured interview was carried out, in which three dimensions emerged: use of fanfics, contribution for fluency, and a tool to learn English.

In the use of fanfics, three themes arose: listening comprehension, speaking skill, and motivation. In listening comprehension, the participant expressed she was able to understand the general ideas from the fanfic and she felt good about that. She also emphasised the fact that she liked listening to the episodes for a second time and it was useful to identify information she was not able to identify the first time. Belova (2017) stated that blind learners cannot rely on visual memory. Therefore, listening to the episodes twice must have been helpful to recall details. In the speaking skill, the participant felt it was difficult for her to express her ideas when she did not know the words in English, so she was unable to communicate her ideas fully. In motivation, she truly believed that using a *Harry Potter* fanfic was motivating as she was fond of it. Therefore, she knew the context, the characters, and the story in advance. Regarding this point, Eliseev and Ryabova (2018) stated that using fanfics in the classroom creates a familiar and safe learning environment, and it motivates the learning process. Likewise, Schattenherz (2016) believes that most young adults feel they are working in their territory when using fanfics in the classroom. In addition, as it was previously mentioned, Segalowitz (2010) considers motivation as one factor that influences L2 fluency since it is the basic willingness to communicate.

In contribution for fluency, listening comprehension and speaking skill arose as themes. In listening comprehension, the participant strongly believed she improved her listening comprehension rather than her speaking fluency, probably because of what it was mentioned before, she already knew the original story and the characters. Thus, it was easier for her to understand the new story. Additionally, the audio fanfic was told by a real human voice, and as it was stated in a case study of a blind learner in EFL mainstream courses by Nola Bacha in Tomlinson (2007), “live voices are more effective for blind learners as there is a personal and social contact with the students that supports and motivates the blind learner” (p. 273). In the speaking skill, the participant stated that the use of discourse markers was helpful to make her build sentences more fluently. This is closely related to the research study in which Huang, Lin, and Gráf (2022) studied the development of the use of discourse markers across different fluency levels. They stated that fluent L2 English speakers frequently use discourse markers.

In a tool to learn English, two themes arose: familiar context, and listening comprehension. Concerning the familiar context, the participant believed it was important to be familiar with the context as this helped her to understand the story better and to acquire new vocabulary. Concerning listening comprehension, the participant would recommend listening to fanfics to improve listening comprehension rather than speaking.

Figure 18 shows a summary of the participant’s responses in relation to the final contribution of using an audio fanfic, which is related to the second specific objective.

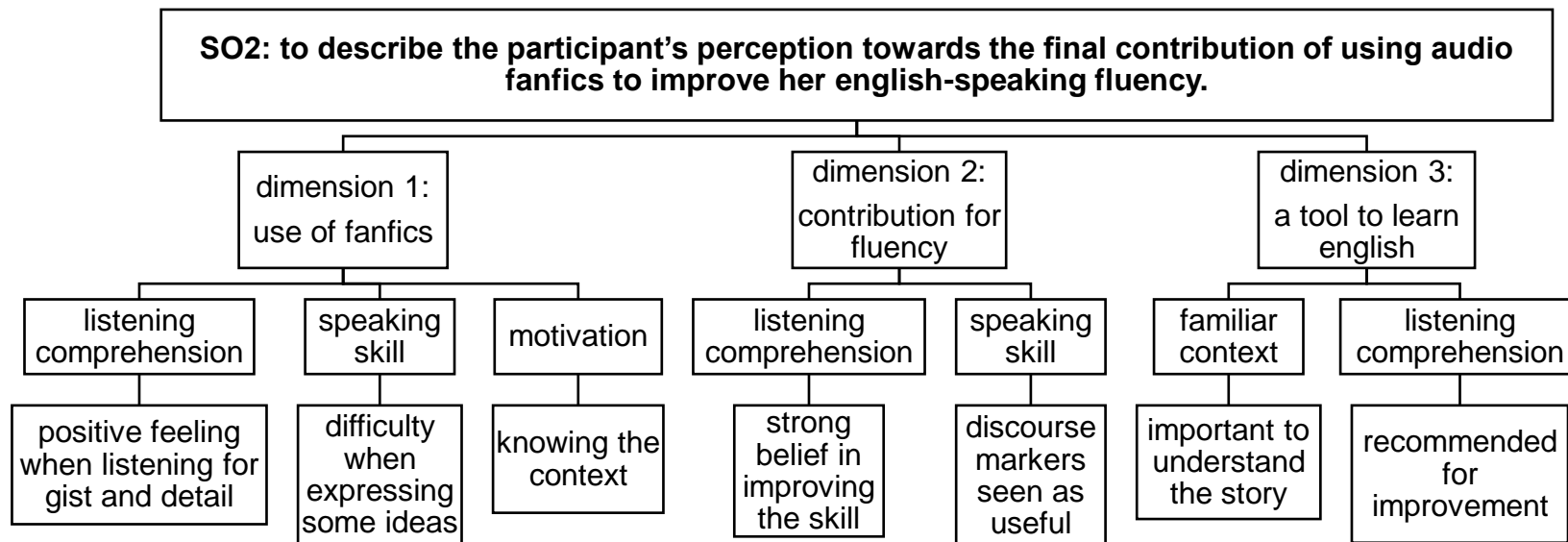


Figure 18: Summary of the participant's perception towards the final contribution of the fanfic

5.3. Limitations

This research is subject to some limitations. The first was the size of the sample as this research is a single subject study. Therefore, it is not representative, and the results cannot be generalised to a larger population. The second limitation was the internet connection. Due to the pandemic, teaching English online became very popular as it was easy to take a course no matter where the person was. This was the case of the participant of this study, who lives in a rural area. Therefore, her internet connection was not the best during the intervention, which might have caused some inconveniences during the lessons. The third limitation was the lack of studies linking blind learners, English speaking fluency, and fanfics. In fact, no research was found concerning those three aspects.

5.4. Implications

This study aimed at exploring the contribution of using audio fanfics to help a blind student improve her English speaking fluency. In order to do so, this contribution was analysed regarding different criteria (pauses, repetitions, etc.). From the findings, it can be suggested that audio fanfics did help the participant improve her speaking fluency. Furthermore, her perception towards this contribution was favourable as she positively referred to the sessions and she valued that her interests and needs were considered in the intervention.

In this sense, although this study resulted in favourable outcomes, it cannot represent the reality of other blind learners of English in Chile. Therefore, this study raises a number of opportunities for future research in terms of language learning, speaking fluency, audio resources and blind learners. In addition, it can be proposed the use of fanfics or any other audio resources in a larger group of blind learners and observe how these resources can contribute to a larger group of people.

CHAPTER VI: CONCLUSION

6.1. Summary of the main findings

According to Hadley (2003), action research entails addressing a specific issue in a specific teaching context to find answers to it. In this action research the problem that was addressed was the difficulties to teach English to a blind student when lacking the use of visual resources. Therefore, this study aimed at exploring the contribution of using a *Harry Potter* audio fanfic to help a blind learner improve her English speaking fluency via online lessons. In order to do that, a five-lesson intervention was implemented, and a pre and a post intervention test was carried out to identify the improvement. In addition, a semi-structure interview was carried out after the implementation to describe the participant's perceptions towards the intervention.

Regarding the first specific objective of this study, "to identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.", it can be concluded that using an audio fanfic had a positive contribution to improve the participant's speaking fluency regarding two criteria: repairs and the use of L1. This was evidenced in the results of the post intervention test, in which the participant obtained higher scores in comparison to the results of the pre intervention test. Regarding the other criteria (pauses, repetitions, and speech rate), no improvement was evidenced, probably as this intervention consisted of only five sessions, and L2 speaking fluency is one of the most difficult skills for a language learner to master (DeJong, 2016). Thus, it cannot be concluded that the use of the fanfic had a positive contribution regarding those criteria. It is also important to mention that, due to the participant's blindness and the online teaching context, only auditory resources were possible to be used, which might have hindered the learning process, yet that was the challenge of this study.

The main conclusions regarding the first specific objective are the following:

- Positive contribution of the intervention to improve the participant's speaking fluency regarding repairs and the use of L1.
- No contribution of the intervention to improve the participant's speaking fluency regarding pauses, repetitions, and speech rate.

In relation to the second specific objective of this study, "to describe the participant's perception towards the ongoing and final contribution of using an audio fanfic to improve her English speaking fluency", it can be concluded that the participant had a positive perception towards the ongoing contribution of the fanfic to improve her fluency. This can be seen by the self-assessment rating scales at the end of each intervention session, in which she agreed to have felt concentrated when listening to the episodes, to have been able to summarise most of the episodes, to have felt well when summarising and commenting most of the episodes, and to have felt some improvement in her speaking fluency. Regarding the final contribution of the fanfic, it can be concluded that the participant had a positive perception towards it. This can be evidenced by her responses in the semi-structured interview, in which she made

Figure 19: Word cloud of the most frequent concepts found in the semi-structured interview after the intervention

From the word cloud, it is evident that the participant positively perceived the intervention. In general, she considered it *great* and *interesting*. In addition, she enjoyed the lessons, and she would recommend the use of fanfics to learn English to other blind people.

Table 4 shows the frequency of the most repeated concepts found in the semi-structured interview after the intervention.

Nr.	Word	Frequency	Nr.	Word	Frequency
1	Fanfic	9	7	Escuchar [listen]	5
2	Bien [good]	8	8	Ayudó [it helped]	4
3	Mucho [a lot]	7	9	Recomendaría [I would recommend it]	3
4	Entender [understand]	6	10	Genial [great]	2
5	Gustó [I liked it]	5	11	Interesante [interesting]	2
6	Palabras [words]	5	12	Fluidez [fluency]	2

Table 4: Frequent concepts found in the semi-structured interview after the intervention and their frequency

As can be seen in Table 4, the participant used positive concepts to refer to the intervention. Some words as *good*, used eight times by the participant, *I liked it*, used 7 times, *great*, used 2 times, and *interesting*, used 2 times, evidenced her positive perception towards it. In fact, no negative concepts were found in the semi-structured interview.

The words *understand*, used six times, *listen*, used five times, and the phrase *it helped*, used four times, confirms that the use of the *Harry Potter* fanfic helped her understand what she was listening in the sessions. Additionally, the fact that the phrase *I would recommend* was used three times by the participant evidences that she definitely would recommend using fanfics to learn English.

6.2. Personal reflections

After concluding this study, I was firstly able to confirm how important my students' interests and needs are. This intervention could not have been successful if these two aspects were not have been considered.

Secondly, I strongly believe any person can learn a foreign language despite their disabilities. However, many challenges need to be faced in order to reach a learning objective, and it is our job, as teachers, to identify our students' needs and take actions. Before starting this research, a typical class with the participant was focused

on listening, such as listening to conversations or sounds, me describing photos or situations, explicitly teaching grammar rules, or introducing specific vocabulary in context. I used to prepare power points presentations, which I had to describe for the participant. After the class, the participant received the presentation by email, and she was able to read it with her screen reader. At the beginning, teaching English to a blind person was frightening since I was not taught at university how to face students with special needs in the EFL classroom. Added to that, the biggest challenge was to teach her English via online lessons. Not only did I have the challenge of not being able to use visual resources, but the only option was to use auditory resources. That was the main reason I chose this student to participate in the study so I could do research on blind learners, and she could hopefully benefit from it. Over time, I felt more confident when teaching English to her, and I believe she also felt the same way. At the end, I think she benefited from our lessons by learning English, but I also benefited from her by learning about blind people, and I would love to continue working with those learners.

Thirdly, even though the focus of this study was on speaking fluency, I am truly glad that the participant perceived improvements in her listening comprehension. She even mentioned that she would love to start reading fanfics in English. In addition, I believe this action research made me self-reflect as I had never done before, and I will truly continue with the process of reflection from now on in my current teaching context.

Finally, even though there were some difficult times, I enjoyed the process of doing research, which included attending classes, reading, writing, reflecting, commenting, giving and receiving feedback, planning, implementing, and presenting.

6.3. Recommendations

As a recommendation, I hope this study can motivate other teachers and future teachers to accept the challenges that different teaching contexts can bring us. It can be difficult and scary when there is little or no guidance on how to teach English in unconventional contexts, but that should not be a reason to not give those students a real opportunity to meaningfully learn a language. Furthermore, I believe it is important to highlight the participant's performance during this intervention. I considered her as an example for other blind learners who consider learning a foreign language an unattainable objective. Hopefully, this study and many other investigations on the connection between learning English and blind learners will make teachers-researchers more aware of how important is to consider our students' motivations, experiences, characteristics and needs in order to use resources that will suit each and every one of our students in the classroom. Finally, another recommendation I could give to teachers who are currently working or are planning to work with blind learners is to not feel afraid of taking this teaching and learning journey. Even though it is a big challenge, it is also an opportunity for us, as professionals, to put into practice new strategies and resources, and for our students to learn a new language with meaningful practices.

CHAPTER VII: REFERENCES

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CHAPTER VIII: APPENDIX

8.1. Intervention Lesson Plan

Date	Objective	Activities and Procedures	Time	Materials	Assessment	R Objectives
Session 1 21 May	Student will be able to identify general information from a fanfic.	<p>Pre:</p> <ul style="list-style-type: none"> Brainstorming (What do you know about HP?) Teacher will introduce key vocabulary of the first episode of a fanfic. Teacher will name the characters of the fanfic. Student will predict the connection among the characters. <p>While:</p> <ul style="list-style-type: none"> Student will listen to the first episode of the fanfic (more than once if necessary). Student will be introduced to discourse markers. Student will summarise the first episode of the fanfic. Student will verify her predictions about the characters. 	<p>Pre-listening: 10-15 minutes</p> <p>While-listening:</p> <ul style="list-style-type: none"> listening: 5-10 min discourse markers: 5 min summarising: 10 min predictions: 3-5 min <p>Post-listening: 10-15 minutes</p> <p>Total time: 60 minutes approx.</p>	<p><i>Harry potter fanfic:</i> https://soundcloud.com/audiofanficpod/hp-crumbling-bricks-by-caitlincheri28?in=cosbrarian/s-ets/audio-fanfic-podcast-harry</p> <p>Self-assessment (rating scale)</p>	<p>Self-assessment:</p> <ul style="list-style-type: none"> Rating scale 	<p>SO1: to identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.</p> <p>SO2: To describe the participant's perception towards the ongoing and final contribution of using audio fanfics to improve her English speaking fluency.</p>

		<p>Post:</p> <ul style="list-style-type: none"> • Student will state her opinion on the first episode of the fanfic (follow-up questions will be included). • Student will predict what will happen in the second episode. • Student will answer a self-assessment checklist on her performance. 				
<p>Session 2 23 May</p>	<p>Student will be able to analyse the characters and the plot of a fanfic.</p>	<p>Pre:</p> <ul style="list-style-type: none"> • Brainstorming (What do you remember from the first episode of the fanfic? – What are the discourse markers that we studied last class?) • Teacher will introduce key vocabulary of the second episode of the fanfic. • Student will predict the events of the second episode. <p>While:</p> <ul style="list-style-type: none"> • Student will listen to the second episode of the fanfic (more than once if necessary). 	<p>Pre-listening: 10-15 minutes</p> <p>While-listening:</p> <ul style="list-style-type: none"> • listening: 5-10 min • discourse markers: 5 min • summarising: 10 min • predictions: 3-5 min • answering questions: 10 min <p>Post-listening: 10-15 minutes</p>	<p><i>Harry potter fanfic:</i> https://soundcloud.com/audiofanficpod/hp-crumbling-bricks-by-caitlincheri28?in=cosbrarian/s ets/audio-fanfic-podcast-harry</p> <p>Self-assessment (rating scale)</p>	<p>Self-assessment: Rating scale</p>	<p>SO1: to identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.</p> <p>SO2: To describe the participant's perception towards the ongoing and final contribution of using audio fanfics to improve her</p>

		<ul style="list-style-type: none"> • Student will summarise the second episode of the fanfic. • Student will verify her predictions. • Student will answer questions about the characters (See Materials to check the questions). • Student will answer questions about the plot (See Materials to check the questions). <p>Post:</p> <ul style="list-style-type: none"> • Student will state her opinion on the second episode of the fanfic (follow-up questions will be included). • Student will predict what will happen in the next episode. • Student will complete a self-assessment checklist. 	<p>Total time: 60 minutes approx.</p>			English speaking fluency.
Session 3 25 May	Student will be able to analyse the conflict	<p>Pre:</p> <ul style="list-style-type: none"> • Brainstorming (What do you remember from the first and second episodes of the fanfic?) 	<p>Pre-listening: 10-15 minutes</p> <p>While-listening:</p> <ul style="list-style-type: none"> • listening: 5-10 min 	<p><i>Harry potter fanfic:</i> https://soundcloud.com/audiofanficpod/hp-crumbling-</p>	<p>Self-assessment:</p> <ul style="list-style-type: none"> • Rating scale 	SO1: to identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency

	of the fanfic.	<ul style="list-style-type: none"> • Teacher will introduce key vocabulary of the third episode of the fanfic. • Student will predict the events of the third episode. <p>While:</p> <ul style="list-style-type: none"> • Student will listen to the third episode of the fanfic (more than once if necessary). • Student will summarise the third episode of the fanfic. • Student will verify her predictions. • Student will answer questions about the conflict of the fanfic (See Materials to check the questions). <p>Post:</p> <ul style="list-style-type: none"> • Student will state her opinion on the third episode of the fanfic (follow-up questions will be included). • Student will predict what will happen in the final episode. 	<ul style="list-style-type: none"> • discourse markers: 5 min • summarising: 10 min • predictions: 3-5 min • answering questions: 10 min <p>Post-listening: 10-15 minutes</p> <p>Total time: 60 minutes approx.</p>	<p>bricks-by-caitlincheri28?i n=cosbrarian/s ets/audio- fanfic-podcast- harry</p> <p>Self-assessment (rating scale)</p>		<p>regarding pauses, repetitions, repairs, the use of L1, and speech rate.</p> <p>SO2: To describe the participant's perception towards the ongoing and final contribution of using audio fanfics to improve her English speaking fluency.</p>
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		<ul style="list-style-type: none"> • Student will complete a self-assessment checklist. 				
<p>Session 4</p> <p>30 May</p>	<p>Student will be able to use discourse markers to prepare an alternative ending to the fanfic.</p>	<p>Pre:</p> <ul style="list-style-type: none"> • Brainstorming (What do you remember from the first, the second, and the third episode of the fanfic?) • Teacher will introduce key vocabulary of the final episode of the fanfic. • Student will predict the events of the final episode. <p>While:</p> <ul style="list-style-type: none"> • Student will listen to the final episode of the fanfic (more than once if necessary). • Student will summarise the final episode of the fanfic. • Student will verify her predictions. • Student will create different sentences using the discourse markers previously introduced based on an alternative ending. 	<p>Pre-listening: 10-15 minutes</p> <p>While-listening:</p> <ul style="list-style-type: none"> • listening: 5-10 min • discourse markers: 5 min • summarising: 10 min • predictions: 3-5 min • creating sentences: 5-7 min <p>Post-listening: 10-15 minutes</p> <p>Total time: 60 minutes approx.</p>	<p><i>Harry potter fanfic:</i> https://soundcloud.com/audio-fanficpod/hp-crumbling-bricks-by-caitlincheri28?in=cosbrarian/s-ets/audio-fanfic-podcast-harry</p> <p>Self-assessment (rating scale)</p>	<p>Self-assessment:</p> <ul style="list-style-type: none"> • Rating scale 	<p>SO1: to identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.</p> <p>SO2: To describe the participant's perception towards the ongoing and final contribution of using audio fanfics to improve her English speaking fluency.</p>

		<p>Post:</p> <ul style="list-style-type: none"> • Student will state her opinion on the final episode of the fanfic (follow-up questions will be included). • Student will complete a self-assessment checklist. 				
<p>Session 5 1 June</p>	<p>Student will be able to orally narrate a prepared ending for the fanfic.</p>	<p>Warm-up:</p> <ul style="list-style-type: none"> • Brainstorming (What do you remember from the whole fanfic?) <p>Development:</p> <ul style="list-style-type: none"> • Student will prepare an alternative ending for the fanfic using different discourse markers. <p>Closure:</p> <ul style="list-style-type: none"> • Student will orally tell her alternative ending for the fanfic. • Student will give reasons for her alternative ending. • Student will complete a self-assessment checklist. 	<p>Pre-listening: 5 minutes</p> <p>While-listening: preparing an alternative ending: 20-25 min</p> <p>Post-listening: 15 minutes</p> <p>Total time: 40-45 minutes approx.</p>	<p>Self-assessment (rating scale)</p>	<p>Self-assessment: • Rating scale</p>	<p>SO1: to identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.</p> <p>SO2: To describe the participant's perception towards the ongoing and final contribution of using audio fanfics to improve her English speaking fluency.</p>

8.2. Interview task (pre and post intervention tests)

SO1: To identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.

Intervention: 5 lessons

Oral interview: pre intervention	Oral interview: post intervention
Warm-up	Warm-up
<ol style="list-style-type: none"> 1. How was your day? 2. What are you doing at the moment? 3. Let me tell you about the interview. 	<ol style="list-style-type: none"> 1. How was your day? 2. What are you doing at the moment? Anything new? 3. Let me tell you about the interview.
Level check	Level-check
<ol style="list-style-type: none"> 4. Tell me about the last fanfic you heard. 5. How do you feel about listening to fanfics in English? 	<ol style="list-style-type: none"> 4. Tell me about the last fanfic you heard. 5. How do you feel about listening to fanfics in English now?
Probe	Probe
<ol style="list-style-type: none"> 6. Impromptu presentation on fanfics: how to start listening to fanfics. 	<ol style="list-style-type: none"> 6. Impromptu presentation on fanfics: how to start creating fanfics.
<ol style="list-style-type: none"> 7. How did you feel about this interview? 8. Do you have any questions you want to ask me? 	<ol style="list-style-type: none"> 7. How did you feel about this interview? 8. Do you have any questions you want to ask me?

8.3. Analytic rubric for the interview task

SO1: To identify the improvement made by a Harry Potter fanfic to develop the participant's speaking fluency regarding pauses, repetitions, repairs, the use of L1, and speech rate.

Criteria	Needs improvement 1	Adequate 2	Good 3	Excellent 4
Filled pauses	The participant makes more than 5 filled pauses in at least one of her responses.	The participant makes 3-5 filled pauses in at least one of her responses.	The participant makes 3-1 filled pauses in at least one of her responses.	The participant does not use filled pauses.
Repetitions	The participant repeats words or phrases more than 5 times in at least one of her responses.	The participant repeats words or phrases 3-5 times in at least one of her responses.	The participant repeats words or phrases twice or once in at least one of her responses.	The participant does not repeat words or phrases.
Repairs	The participant repairs words or phrases more than 5 times in at least one of her responses.	The participant repairs words or phrases 3-5 times in at least one of her responses.	The participant repairs words or phrases twice or once in at least one of her responses.	The participant does not repair words or phrases.
Use of L1	The participant recurs to her L1 more than 5 times in at least one of her responses.	The participant recurs to her L1 3-5 times in at least one of her responses.	The participant recurs to her L1 twice or once in at least one of her responses.	The participant does not recur to her L1.
Speech rate	The participant produces 90-70 words per minute.	The participant produces 120-110 words per minute.	The participant produces 140-130 words per minute.	The participant produces 140-150 words per minute.

8.4. Semi-structured interview on participant's perception

SO2: To describe the participant's perception towards the ongoing and final contribution of using a *Harry Potter* audio fanfic to improve her English speaking fluency.

Warm-up questions	
1.	¿Cómo estás?
2.	Ahora te contaré sobre esta entrevista. (Se le entrega información sobre la entrevista a la participante).
3.	¿Estás lista para comenzar con la entrevista?

Dimensions	Questions
Use of fanfics	¿Cómo te sentiste en nuestras clases utilizando <i>fanfics</i> ?
	¿Qué tan bien lograste comprender la secuencia de los episodios al escucharlos?
	¿Cuáles fueron las partes de nuestras clases que más te gustaron y las que menos te gustaron? ¿Por qué?
Contribution for fluency	¿Qué opinas del haber escuchado episodios de un <i>fanfic</i> para desarrollar tu fluidez?
	¿Crees que utilizar un <i>fanfic</i> de Harry Potter te ayudó a comprender mejor los episodios? ¿Por qué? / ¿Por qué no?
	¿Pudiste observar algún cambio en tu fluidez al hablar luego de utilizar distintos episodios de un <i>fanfic</i> en nuestras clases? Si es sí, ¿qué cambios en específico notaste?

Closing questions	
Dimension	Questions
A tool to learn English	¿Crees que vas a utilizar <i>fanfics</i> para seguir aprendiendo inglés? ¿Por qué? / ¿Por qué no?
	¿Cuáles crees que son las ventajas y desventajas de utilizar <i>fanfics</i> para aprender inglés?
	¿Recomendarías utilizar <i>fanfics</i> para aprender inglés a otras personas ciegas? ¿Por qué? / ¿Por qué no?

8.5. Self-assessment rating scale

SO2: To describe the participant's perception towards the ongoing and final contribution of using a *Harry Potter* audio fanfic to improve her English speaking fluency.

To help you to assess your performance in today's class, complete the following rating scale.

Clase N°1	De acuerdo	No estoy segura	En desacuerdo
1. Estuve concentrada mientras escuchaba el episodio.			
2. Traté de imaginarme lo que estaba ocurriendo en el episodio mientras lo escuchaba.			
3. Me desconcentré cuando había algo que no entendía en el episodio.			
4. Fui capaz de resumir los puntos principales del episodio.			
5. Me sentí bien al resumir los puntos principales del episodio.			
6. Me sentí bien al comentar mi opinión sobre el episodio.			